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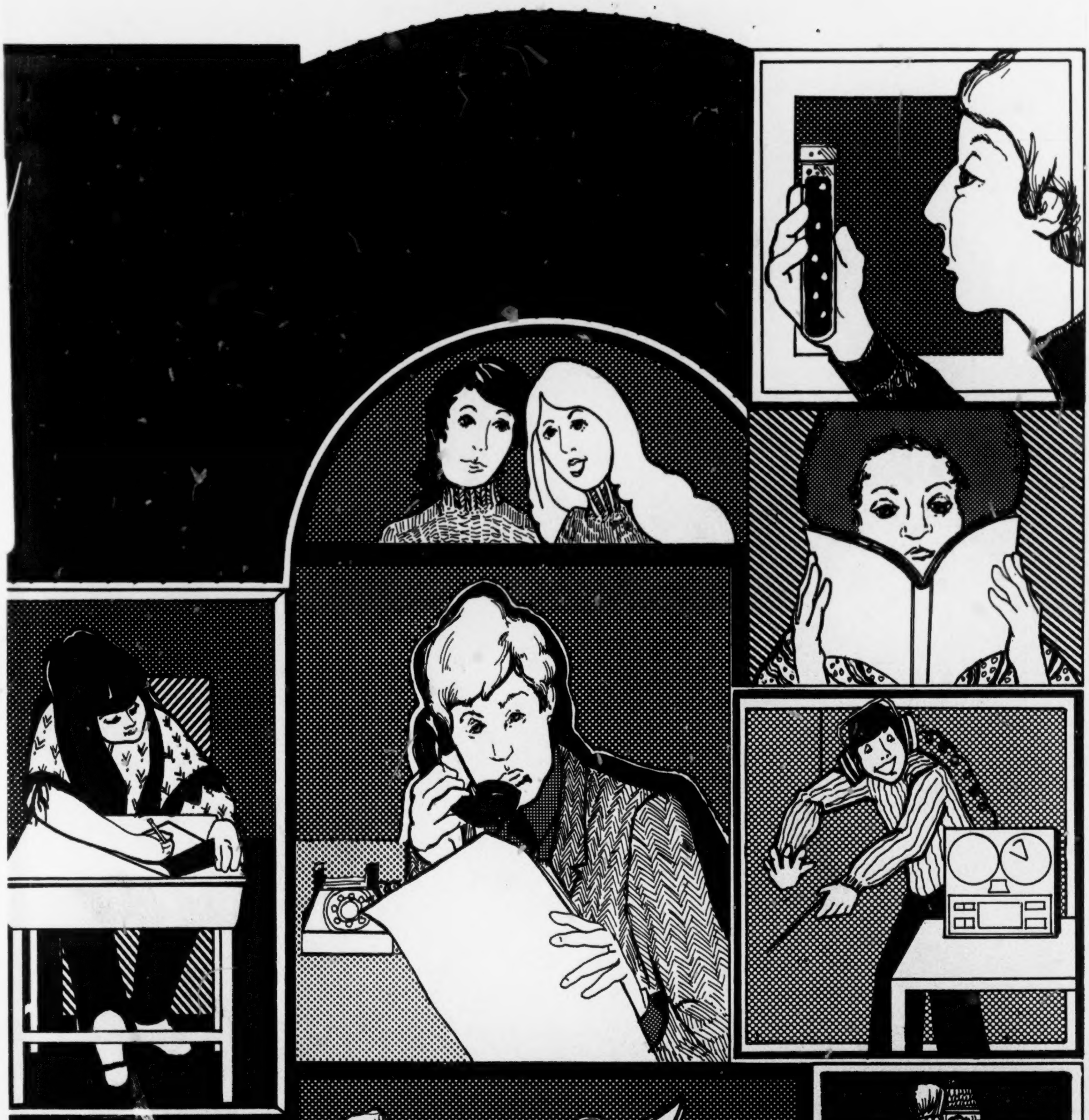
ABSTRACT

This tentative curriculum guide for 9-week occupational guidance classes in Grades 7, 8, and 9 will provide counselors and teachers with lesson plans and resource materials in career education. Directions for use of the guide precede the nine units, which focus on self appraisal, general educational and vocational awareness, and specific career and school planning. For each developmental unit and lesson plan, unit and lesson objectives, prerequisites, materials lists, and learning activities are presented. The extensive appendixes include resource materials, guidance objectives, vocational development theories, an annotated booklist, and occupational information. This guide is correlated with a student workbook, available as VT 016 135 in this issue. (AG)


NEWS

ED 065688

Junior High Career Guidance Curriculum -

STUDENT-CENTERED OCCUPATIONAL PREPARATION AND EXPLORATION (SCOPE)

Teacher Supplement

Written by Kolene M. Granger

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FOREWORD

With the growth of career education throughout the nation, there is becoming an increasing need for curriculum guides to be used by teachers in the classroom. Systematic, directed, career exploration activities have long been neglected in the schools. Students have spent many years preparing skills in certain subjects, yet one of the ultimate aims of that training, a career, has itself received little attention. Frequently the student completes school ill-prepared to consider educational and occupational alternatives.

Occupations need to be instigated as a school subject or included in our current subjects in order to help the student explore and clarify his needs, values, attitudes, aspirations, expectations, work-roles, and self-perceptions. The student should be provided with information about, and experiences with, the world of work. Precedence should be given to the broader and longer view of progressive occupational planning over the narrower view of a one-time, final occupational choice. The student needs to have made functionally visible the application of subject matter learning. As stated by Felix Robb, Director of the Southern Association of Colleges and Schools: "The surest way for young people to be denied their proper options in career choice is to withhold essential information. To be uninformed is to be without choice."

The ultimate objective of the Teacher Supplement and Student Workbook is to provide counselors and teachers at the junior high level (7th, 8th, and 9th grades) with materials which will enable them to facilitate each student's growth relative to his own career development process. The material has two obvious uses: (1) as a lesson guide, and (2) as resource material. Facilitating experiences for the student are outlined in areas of information about self, the world of work, education, effective decision-making, and the personal consequences of choice.

As the Student Workbook and Teacher Supplement are used, it is hoped that you will critique and forward your ideas, responses, etc., to the State Career Guidance Specialist, in order that the guidance program may be updated to facilitate the needs of all counselors and students in the State.

This material has been written by Kolene M. Granger, with guidance from R. Russell Whitaker and R. Lynn Jensen, State Career Guidance Specialists, and in consultation with Dr. Michael R. Bertoch, Associate Professor, Psychology, Utah State University, and is an extension of the Seventh Grade Occupational Guidance Program - 1971, written by Kolene M. Granger and Robert Secretan.

Walter D Talbot

Walter D. Talbot
State Superintendent
of Public Instruction

INTRODUCTION

> "Work can be viewed as man's aim and end, or as his instrument. Whatever the view, our Nation can no longer afford the vagueness, haphazardness, and error to which individuals are so frequently abandoned in their career choices. The fate and welfare of the United States and its people are now, and for some time will remain, substantially dependent on...the cultivation and employment of the Nation's talent."
>
> -Report of the Subcommittee on
> Specialized Personnel
> Manpower Administration
> U.S. Department of Labor
> June 1967

The material contained in the Teacher Supplement and Student Workbook is aimed at the occupational guidance of the seventh, eighth, and ninth grade student; though portions of it may be useful in other grades. While written specifically for an occupational guidance class of about nine weeks in each grade of the junior high, the materials could be used to construct mini-courses or to adapt for use within the various subjects taught in the school.

Special attention should be given to the information on pages 3-9, Teacher Supplement prior to beginning any of the units. Here you will find the organization, flow chart, sequence, and explanations of how to use the materials. For specific objectives related to elementary, junior high school and high school students, see Appendix B. Those interested in the vocational development theories which served as background for this manual should refer to Appendix C.

These materials are not intended to be comprehensive or inflexible. It is intended that the teacher or counselor will adapt them to the situation within his school and revise and add to the materials as it is needed. Suggestions for additions and change are solicited and earnestly encouraged.

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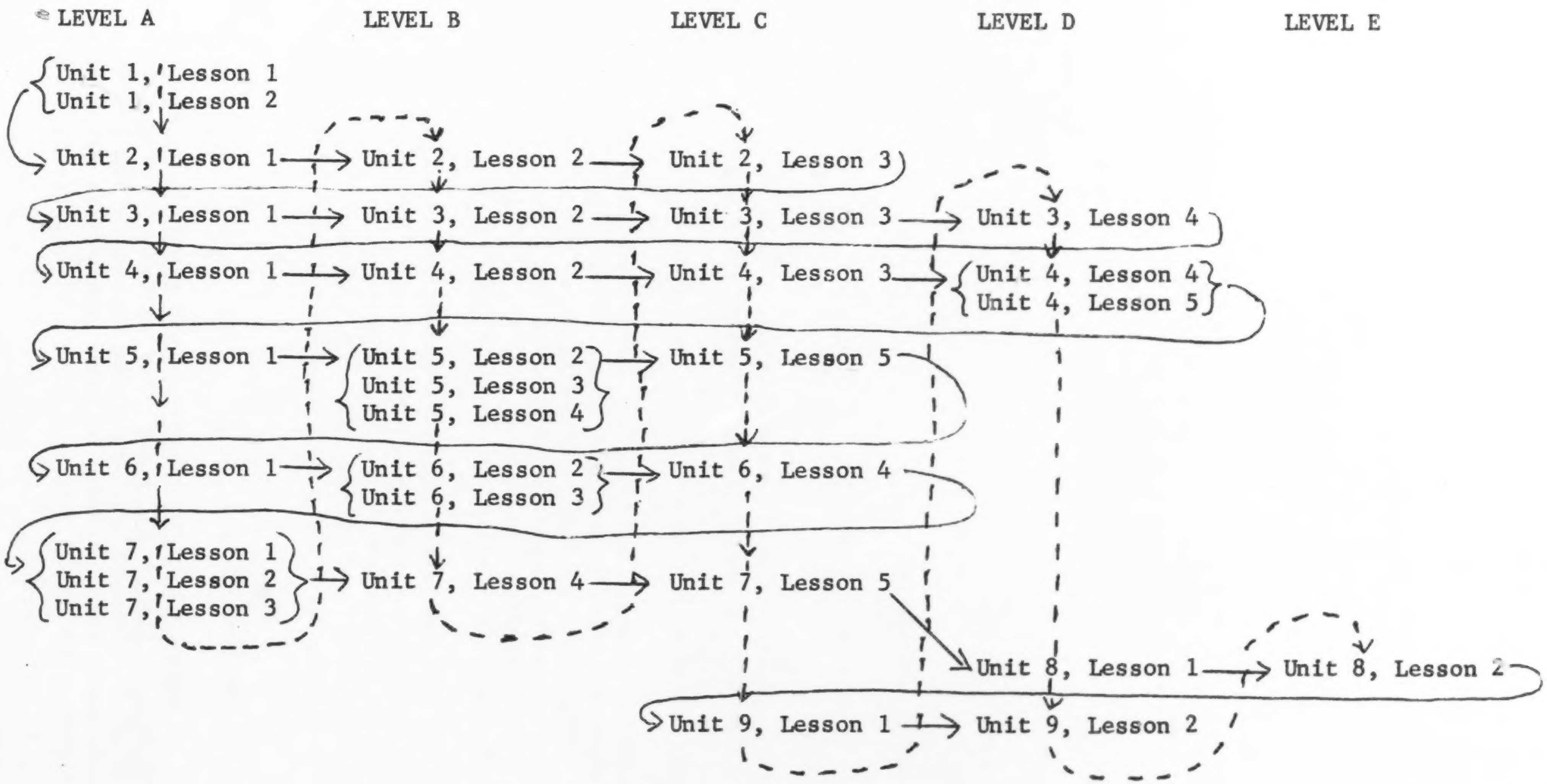
FLOW CHART ON SEQUENCE OF UNITS AND LESSONS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Sequence by levels - - - -
Sequence by units ——

(Refer to page 4 for explanation of levels v.s. units).

EXPLANATION OF FLOW CHART
(Levels versus Units)

Sequence by Units (Solid Line)

The units are numbered in sequential (1 through 9) order. For example, Unit 1 - Use of Equipment and Information comes first because many of the other units require knowledge of how to use audio-visual equipment and occupational kits. Unit 9 - On to High School, comes last because it deals with high school registration, and requires knowledge gained in the other units for its completion.

The lessons within each unit are also numbered in sequential order. The exact order is shown by the solid line. For example, in Unit 4, Lesson 1 - Why Work, precedes Lesson 2 - Jobs, Jobs, Jobs, in which the student learns about the many characteristics which one should consider when studying any occupation. Having had Lesson 3 the student is then prepared to move to either Lesson 4 - Broad Occupational Fields, or Lesson 5 - Job Analysis. In this case, as you will notice on the flow chart, it was not felt that the student had to complete Lesson 4 before completing Lesson 5, they are interchangeable, though both must follow Lesson 3. Therefore, in the flow chart Lesson 4 and Lesson 5 are next to each other, with no arrow between them. Stop here and examine the flow chart to make sure you can follow what has just been described (solid line).

Teaching this course by teaching one unit at a time would have some advantages:

1. Different teachers could be responsible for different units--the course could be split up among teachers. For example: a counselor could teach Unit 2 - Interests and Aptitudes, while the physical education teacher is teaching Unit 7 - Personal Preparation.

2. The train of thought (subject of the unit) contained within one unit could be completed before going to another subject in another unit. This would decrease the variety of topics in a given period of time, but allow a greater concentration on one subject such as jobs, or personality, or education. All the lessons in one unit would be completed before going on to another unit.

A disadvantage of completing one unit before going to the next unit is that the lessons become (in each unit) increasingly sophisticated, and some are appropriate only for students about to enter high school. For example, if Unit 4 - World of Work were taught (all the lessons) in the 7th grade, you would find that Lessons 4 and 5 would have been more appropriate in the 8th or 9th grade.

Sequence by Levels (Dotted Line)

The levels (A through E) are sequential and approximate the sophistication of the students in the junior high. For example, the lessons indicated under Level A would be more appropriate being taught to 7th graders, while lessons indicated under Level D would be more appropriate being taught to 9th graders. There is no exact matching of level to grade in school, simply because some 7th graders are every bit as sophisticated as some 9th graders, intellectually and emotionally. But a particular student should complete Level A lessons before proceeding to Level B lessons, etc.

An advantage of completing the lessons under Level A before proceeding to the lessons under Level B, etc. (dotted line), is that it allows for more variety in the class. The student would have, for example, a lesson on learning to use audio-visual equipment, then a lesson on hobbies, then one on need, and one on "Why Work," etc., rather than spending the same amount of time studying just one unit, such as Educational Levels.

GUIDE TO THE USE OF THE TEACHER SUPPLEMENT AND THE STUDENT WORKBOOK

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Contains sources of occupational information and materials, equipment and furnishings list, occupational kits and information, tests appropriate for junior high (sources and descriptions), lists of resource people, and miscellaneous ideas which could be incorporated into an occupational class. This appendix should be studied before ordering supplies, books, equipment, tests, or other materials for a guidance class.

Appendix B - Occupational Guidance Objectives for Elementary, Junior High and High School Students.... 233

Contains objectives for grades 1-12, objectives which are sequential, i.e., build upon one another. This manual is concerned with the objectives for the junior high level.

Appendix C - Theories................................ 239

Contains summaries of several vocational development theories which were used in developing this manual and may serve as a stimulation to counselors to do further research on their own favorite vocational theory or theories.

Appendix D - Vocations in Biography and Fiction: A Selected List for Young People.................... 253

Contains information for use with Lesson 2, Jobs, Jobs, Jobs, in Unit 4.

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Appendix E - Broad Occupational Fields and Job Families Distinguished in Various Publications.. 277

Contains information for use with Lesson 4, Broad Occupational Fields, in Unit 4.

Appendix F - Study Information...................... 313

Contains information which may be used to extend Lesson 2 - Study Habit Assessment, Unit 6.

II. Organization of the Student Workbook:

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III. Organization of the Units: (In Teacher Supplement)

Unit Objective
Prerequisite Units
Lesson(s) and Lesson Objective(s)
Lesson Sequence - Flow Chart

A. Unit Objective - Describes behavior the student should be able to demonstrate upon the completion of all the lessons in that particular unit.

B. Prerequisite Units - For each unit, gives a list of units which should have been undertaken (not necessarily completed) prior to the beginning of this unit.

C. Lesson(s) and Lesson Objective(s) - Contains a list of each lesson, page on which it begins, and its objectives.

D. Lesson Sequence - Flow Chart - A simple flow chart showing which lessons should follow which lessons in this unit.

IV. Organization of the Lessons: (All lessons in the manual are organized in the following manner:)

Lesson Objective
Prerequisite Lessons in This Unit
Materials in Student Workbook and Teacher Supplement
    Student Workbook
    Teacher Supplement
Recommended Materials (Order, prepare, or examine in advance.)
Learning Activities

A. Lesson Objective

Describes behavior the student should be able to demonstrate upon the completion of a particular lesson before he is allowed to proceed to a new lesson. There is no time limit indicated for any lesson. The length of the lesson will depend upon the number of learning activities undertaken and/or the number of times a learning activity may need to be repeated before a student has satisfied the teacher that he is prepared to proceed to another lesson.

B. Prerequisite Lessons

A list of the lessons in the same unit which should precede this particular lesson is indicated on the flow chart at the beginning of the unit. Students should meet some standard of proficiency (left to teacher's discretion) in prerequisite lessons before proceeding to the subsequent lesson.

C. Materials in Student Workbook and Teacher Supplement

Student Workbook

Under this heading is a list of the materials pertaining to this lesson which are contained in the Student Workbook. The page number is also given for each item. The Student Workbook is a publication bound apart from the Teacher Supplement.

Teacher Supplement

Under this heading is a list of the materials pertaining to this lesson which are contained in the Teacher Supplement. As the student does not need to have these materials, individually, they are contained in the Teacher Supplement and are frequently aids and background reading for learning activities. The page number is also given for each item.

D. Recommended Materials

This is a list of materials which should be ordered, prepared or examined at least a week (sometimes sooner) prior to the teaching of the lesson. Materials mentioned will include books, pamphlets, films, filmstrips, and other materials which are described in the manual but not included.

E. Learning Activities

Those activities which contain elements essential for meeting the lesson objective have been starred (*). All other learning activites are very strongly recommended and should be considered. The length of the lesson will depend upon the number of learning activities undertaken. The difficulty level of each learning activity is easily adjustable to the students being taught. As you will notice, starred learning activities require a minimum of purchased materials. (Cost for course need not be excessive.)

Any materials required for the completion of a learning activity will be mentioned in the description of the learning activity and the page number where they may be found in the Student Workbook or Teacher Supplement will also be given in the learning activity.

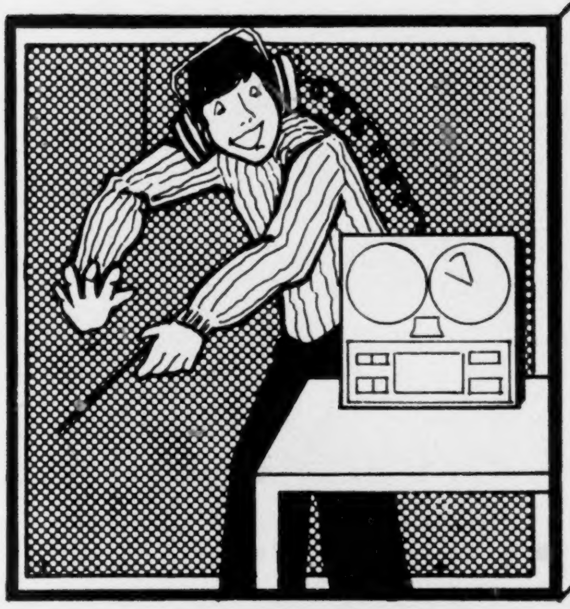
V. Evaluation

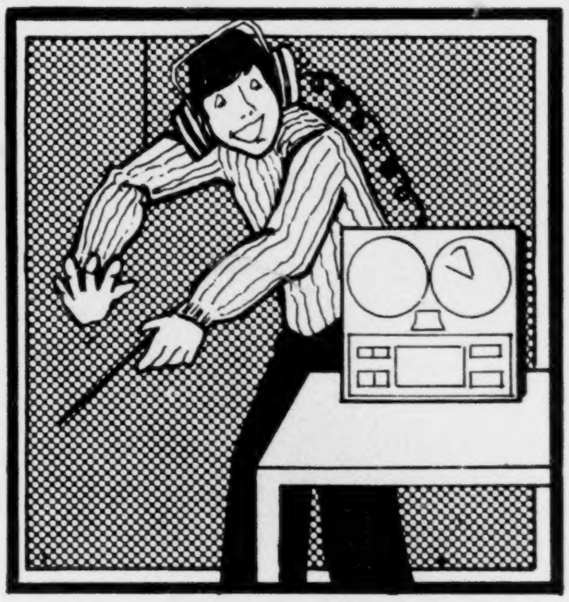
Just as the teacher may desire to adjust the difficulty of the learning activity to the level of the student, he may also desire to adapt minimum acceptable performance of these learning activities to the individual student or class. Some materials he may desire to evaluate (grade) and others he may not. Therefore, the standard of performance necessary for a student to pass or receive a letter grade has been left up to the teacher.

It is recommended, however, that the teacher determine the level of competency a student must attain in one lesson before proceeding to another and, also, that the students know what the acceptable standard of performance will be--in advance.

Unit 1

Equipment and Information





UNIT 1

USE OF EQUIPMENT AND INFORMATION

Unit Objective

Student will be able to demonstrate a knowledge of and ability to use and do research in the types of resources available for learning about self and the world of work.

Prerequisite Units

None

Lesson and Lesson Objective — **Page Number**

1. Lesson 1 - Use of Equipment.............................. 12

   Objective: Student learns the uses of, and becomes proficient in the operation of, the audio-visual equipment available in the school. (Especially those which are to be used in instruction, individualized or otherwise, throughout the course).

2. Lesson 2 - Use of Kits and Related Information........... 14

   Objective: Student learns the organization and content of, and is able to look up material in, the various occupational kits and other occupational information available in the school or occupational lab.

Lesson Sequence

Levels				
A	B	C	D	E
Lesson 1 Lesson 2				

UNIT 1

Lesson 1

USE OF EQUIPMENT

Lesson Objective

Student will learn the uses of, and become proficient in the operation of, the audio-visual equipment available in the school (especially those to be used in instruction, individualized or otherwise, throughout the course).

Prerequisite Lessons

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Vocabulary. Page 502
2. Sequential Check List for Machines. Page 503

   On this check list, next to each action to be learned, is a blank space. The person checking the student on his proficiency in the use of that machine should sign his own initials in the blank space, and should be held responsible for that student's proficiency as much as the student, himself, is responsible. Students who are learning to use the more advanced machines (having already learned the easier machines) should be able to check the proficiency of the students learning to use the easier machines.

   To a degree, machines listed under Level B are harder to learn than those listed under Level A. Level C is still more difficult and so on. Machines at the easier levels should be learned before students are allowed to move to the more complex machines.

3. Certificate of Proficiency. Page 507

   May be filled in for each student at the end of this lesson and should list those machines which the student has shown proficiency in operating. Other teachers may find this information useful in their classrooms.

Teacher Supplement

1. A complete list of equipment mentioned in this manual is to be found on page 187, Appendix A.

Recommended Materials (Order, prepare, or examine in advance).

1. Obtain manuals for those machines in your school which you plan to use. Instructions could be copied and made available to the students.

2. It is highly recommended that the teacher have available, for use by the students while learning to use the machines, old tapes, filmstrips, records, film, etc. The students are learning, and it can be anticipated that while they are learning, tapes will be torn, records scratched, filmstrips torn, and film exposed.

Learning Activities

1. Have students work on vocabulary words as groups. Test, by written examination or vocabulary bee (like a spelling bee.) See Vocabulary on page 502, Student Workbook.

2. The teacher demonstrates the proper use of each of the machines to be used as the students progress to that point in the lesson. At the end of a demonstration, he may choose any student at random to come forward and repeat the demonstration. This may help indicate areas in which the students need further instruction.

*3. Students may be placed in small groups. Each group will study a particular piece of equipment together, pass each other off on the "Sequential Check List for the Machines," page 503, Student Workbook, and then trade equipment with some other group. If they are grouped according to ability, those groups which are first completed with their check lists could be used as tutors for the slower groups.

4. Spot-checks could be conducted by the teacher to examine students claiming various levels of proficiency. You may wish to have a group run the same machine round-robin; one student to set the machine up, one to turn it on, one to adjust the focus, etc.

*5. Discuss with the students the various uses for the machines in the classroom. Emphasize their responsibility for the care and replacement of the machines. As a class, you may wish to have the students set up penalties for those students who do not act responsibly. (Example: if a student does not put his machine away, he must put all machines away for next two days, or lose his machine privileges, etc.)

6. Video-tape recordings of demonstrations on the use of each machine may be used as a supplement to, or replacement for, the teacher's demonstrations.

7. Video-tape recordings could be made of students using the machines and shown to the class, allowing them to point out any errors being made.

8. It is not anticipated that many students will reach Level D of machines to be learned. At this level you should be available for special tutoring. When the students are proficient in the use of the machines at that level, you may wish to encourage them to do special guest projects, such as: video-tape demonstrations on the use of each machine for use in the classroom; assignment as official class photographer; do special occupational or leisure time projects (such as slide sequences, etc.); write and produce a filmstrip on what high school will be like, etc.

9. As lesson is completed, fill out "Certificate of Proficiency," page 507, Student Workbook. Skills may be used for public relations with other teachers--they may wish to use students having these skills in their classes.

UNIT 1

Lesson 2

USE OF KITS AND RELATED INFORMATION

Lesson Objective

Student will learn the organization and content of, and be able to look up material in, the various occupational kits and other occupational information available in the school or occupational lab.

Prerequisite Lessons

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Sample Instruction-Organization Sheets:

    a. Utah Job Guides. Page 509 (Now "Job Information Series")
    b. VIEW. Page 510 (For written material and aperture cards -- VIEW Deck).
    c. Widening Occupational Roles Kit. Page 514
    d. Occupational Guidance Booklets. Page 515
    e. Desk-Top Career Kit. Page 516
    f. Career Information Kit. Page 517
    g. Chronicle Career Kit. Page 518

2. Sample Tests - based on the instruction-organization sheets:

    a. Utah Job Guides Test. Page 519 (Now "Job Information Series")
    b. VIEW Test. Page 520
    c. Widening Occupational Roles Kit Test. Page 521
    d. Occupational Guidance Booklets Test. Page 522
    e. Desk-Top Career Kit Test. Page 523
    f. Career Information Kit Test. Page 524
    g. Chronicle Career Kit Test. Page 525

You should develop your own instruction-organization sheets and tests based on the kits and materials available in your school. However, students functioning at Level E should be able to learn to use the various materials without special instruction-organization sheets to aid them.

3. Sample Worksheets - for developing the students' ability to use the kits and other materials:

    a. Sample Worksheet for Level A. Page 526
    b. Sample Worksheet for Level B. Page 527
    c. Sample Worksheet for Level C. Page 528
    d. Sample Worksheet for Level D. Page 529

Teacher Supplement

1. Learning Sequence for Kits and Other Materials. Page 18.

   This learning sequence does not necessarily follow ease in reading ability and comprehension, but tends to follow a sequence beginning with usefulness for finding and learning about broad occupational fields, which continues on up to specific jobs, though many kits may be used for both types of information.

Recommended Materials (Order, prepare, or examine in advance)

1. Many specific job conditions are mentioned in the information provided in this lesson. You may wish to coordinate this lesson with Lesson 3, Job Traits, Unit 4, Teacher Supplement.

2. Video-tape demonstrations on the uses and organization of the kit. A student unable to understand the teacher's demonstration may then review by watching the video-tape. Video-tape demonstration could also be used as a substitute for the teacher's demonstration.

3. Indexes, cross-references booklets, instructions for use, etc., included with the various kits and materials could be duplicated and made available to the students.

Learning Activities

1. The teacher demonstrates the use of each of the kits or various materials to be learned as the students progress to that point in the lesson. At the end of the demonstration, he may choose a student to find a specific piece of information. The student's ability or inability to perform may indicate areas in which the students need further instruction and practice.

2. Student may go through the information while reading the Instruction-Organization Sheet for that material. He may then demonstrate his ability to use the kit be demonstrating it to another student, while having that student follow him through the various sections on the Instruction-Organization Sheet, pages 509-518, Student Workbook.

*3. Student, when he feels competent, may take a test on a particulary kit. See tests, pages 519-525, Student Workbook. He should be able to pass the test with a score of 80% or more, and should be allowed to repeat the test at a later date if unable to obtain such a score. You may desire to use the tests as worksheets and allow the students to use the Kits to obtain the answers.

*4. Students may work through the worksheets, see pages 526-529, Student Workbook, either individually or as a group. You may desire to set this up in the form of a contest between groups as to the first one done, or with time limits. For the lower levels it may be necessary, or at least helpful, to show them completed samples of the worksheets.

You may wish to have the students do worksheets similar to Sample Worksheets A and B, except have a classmate provide the information in place of the information on the worksheets which is marked with a double vertical line on the side. (‖) The rest of the worksheet should remain as it is.

5. Opportunities should be given for the students to demonstrate their abilities to other students, either by serving as tutors, giving demonstrations, or group work.

6. You may wish to instigate quest projects for those students reaching the higher levels. These projects might include: making up their own occupational file; making up their own occupational filing system; revising instructions on the use of the kits; tutoring ideas; writing worksheets, etc.

7. As a class, you may wish to have the students discuss the proper use of the materials, rule for checking out materials, and possible penalities for those who do not replace the materials they have been using.

8. Quiz the students on the meanings of the following words: index, chronological, alphabetical, cross reference.

TEACHER SUPPLEMENT MATERIALS

UNIT 1

Lesson 2

Learning Sequence for Kits and Other Materials*

Level A.
1. Widening Occupational Roles Kit
2. Encyclopedia of Careers and Vocational Guidance (2 volumes)
3. Professional Careers Kit
4. Semi-skilled Careers Kit
5. Industrial Careers Kit
6. Business Careers Kit
7. Science Careers Kit
8. Health Careers Kit

Level B.
1. Vocational Guidance Manuals
2. Job Family Booklets
3. Handbooks for Sources of Occupational Information (Available from State Department of Education)
4. Educator's Guide to Free Guidance Materials
5. Career Index (Chronicle)

Level C.
1. Occupational Guidance Booklets
2. Occupational Exploration Kit (include use of Occuscan)
3. Careers for Women
4. Utah Job Guides (Now "Job Information Series")
5. VIEW Book and Key Sort (Microfilm) cards
6. Job Experience Kits

Level D.
1. Desk-Top Career Kit**
2. Career Information Kit**
3. Chronicle Career Kit
4. Chronicle's Occupational Microfiles (High School Edition)
5. Miscellaneous information kit based on Chronicle's Occupational Information Filing Plan

Level E.
1. Occupational Outlook Handbook
2. Dictionary of Occupational Titles
3. Counselor's Manual of Apprenticeable Occupations -- Available from State Department of Education.

*Except for those materials for which a specific source is given, a description of each of these materials may be found in Appendix A, page 187.

**On Level B a knowledge of the broad categories in these kits would be useful, but not knowledge of the complete classifying systems.

Unit 2

Interests and Aptitudes

UNIT 2

INTERESTS AND APTITUDES (ABILITIES)

Unit Objective

Student will analyze his interests and aptitudes.

Prerequisite Units

Unit 1

Lesson and Lesson Objective **Page Number**

Lesson 1 - Hobbies.. 20

Objective: Student will analyze his and others' hobbies and relate hobby interests and aptitudes to job interests and use of leisure time.

Lesson 2 - My Interests and My Aptitudes.................... 22

Objective: Student will be able to describe his interests and aptitudes (abilities).

Lesson 3 - Interest and Aptitude Classification............ 24

Objective: Student will be able to relate his interests and aptitudes to occupational fields.

Lesson Sequence

Level

A	B	C	D
Lesson 1-----------→	Lesson 2-----------→	Lesson 3	

UNIT 2

Lesson 1

HOBBIES

Lesson Objective

Student will analyze his and others' hobbies and relate hobby interests and aptitudes to job interests and use of leisure time.

Prerequisite Lessons

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Questions on Hobbies. Page 531

Teacher Supplement

No Materials

Recommended Materials (Order, prepare, or examine in advance)

1. List of community people, faculty, staff, etc., who are willing to talk about, and demonstrate their hobbies.
2. Copies of various hobby publications, such as Hobbies: The Magazine for Collectors. (1006 Michigan Ave., Chicago, Illinois 60605)
3. SRA Student Record Book for Widening Occupational Roles Kit, Record Sheets 2, 3, and 4.
4. Articles concerned with the increasing amount of leisure time are plentiful. Background to tie leisure and jobs may be obtained from such articles as U.S. News and World Report, March 8, 1971, pages 41-43, "How the Four-Day Workweek is Catching On."
5. There are many, many publications (such as Reader's Digest, Sunday Supplement, sports magazines, Family Circle, etc.) which carry articles on hobbies. Collect these and bind in some manner so that they may last.
6. Being Different, St. Paul Public Library, 11 min., 16mm. Film of a 13 year-old boy who is rediculed because of his hobby. Should he pursue his interest or conform to opinions of friends?

Learning Activities

*1. Quiz students on the following vocabulary: hobby, pastime, leisure time, manipulative skill, vocation, avocation.

*2. Discuss: What is the difference between work and leisure?

   A. Leisure infers pleasure, non-employed time.
      1. Need can be wasteful--can include service activities.
      2. Often unsatisfying unless person is involved in an activity. Focus should not be on acquiring something, such as a boat, gun, etc.
      3. Observer recreation (T.V., watching game, etc.) give excitement during the occasions but gives little sense of contribution.
      4. Recreation can be creative and personally satisfying.

   B. Work is employed time--should be personally satisfying and morally important.
      1. "Work" need not be restricted to employed activities.
      2. Work and leisure should be complimentary.

3. Have students list the hobbies they are familiar with. Have them, at home, ask enough questions and gain enough information to be able to expand that list the next day in class.

4. Invite community people, faculty, staff, etc., to come to class and demonstrate their hobbies. May wish to work this into a hobby day, similar to a career day.

5. Have students or teacher make slide programs and tape interviews of people with interesting hobbies and show to the class. (May use Sound-on-Slide Projector to make presentations, if available.)

*6. Have each student make a presentation in class of one of his own hobbies or that of another person, if he has no hobby, personally. With each presentation of a hobby, discuss what vocations that hobby or avocation might be related to. (May wish to use Questions on Hobbies, page 531, Student Workbook, as a guideline for these presentations.)

7. Start an apprentice-hobby program in which students with hobbies get credit for showing students without hobbies their hobby. This should include at least two hours after school, with enough demonstration that the student learning the hobby gets a good grasp of what the hobby entails. Students learning the hobby should also get credit.

8. Have students complete and discuss SRA Student Record Sheets from the Record Book contained in the W.O.R.K. Kit. Do Record Sheets 2, 3, & 4.

9. Visit a museum or other institution that is the result of a person's hobby (e.g., Hutchings Museum, Lehi, Utah).

*10. Discuss the shorter work week of the future and the increasing importance of leisure time. List activities which could be done in leisure time (hobbies, community service, etc.). Discuss the increase in certain types of jobs which will result because of increased leisure time (such as Outdoor Recreation Supervisor).

UNIT 2

Lesson 2

MY INTERESTS AND MY APTITUDES

Lesson Objective

Student will be able to describe his interests and aptitudes (abilities).

Prerequisite Lessons in This Unit

Lesson 1

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Interest Check List. Page 533

Teacher Supplement

No Materials

Recommended Materials (Prepare, order, or examine in advance)

1. You: Today and Tomorrow - by Martin R. Katz. Educational Testing Service. Chapter V on interests, Chapter II on abilities. Good introduction to, and explanation of, abilities and interests. Recommended.

2. Finding Your Orbit 8005 - by Haldman, Hoffman, Moore and Thomas Chronicle Guidance Publications, Inc., 1966, $1.00. Helps students (6-8) analyze their abilities, interests and aptitudes and use these insights to investigate appropriate occupational and educational opportunities.

3. Your Abilities - by Virginia Ballard, Science Research Associates, 80¢ each. A booklet in Junior Guidance Series. Covers mental, artistic, and physical abilities, ability to make it, build it, or fix it, and ability to get along with others.

4. Do You Like to Work with Ideas, People, or Things? - Wisconsin State Employment Service, Free. Lists jobs dealing primarily with people, things, ideas, ideas-people, ideas-things, people-things, and those in which all three are important.

5. Open Door Books - Sextant Systems, Inc. Twenty-four fascinating autobiographies by contemporary Americans from minority backgrounds who achieved success against odds. Mini-book size.

6. Skills That Pay Off - Popular Science

Learning Activities

1. Have students fill out the Interest Check List, page 533, Student Workbook, and discuss their answers with others in their group.

2. Have a partner rate each item on the other's paper as to the relative strength of each interest (rating is to place in rank order, a subjective ranking, and based on group discussion).

UNIT 2

Lesson 3

INTEREST AND APTITUDE CLASSIFICATION

Lesson Objective

Student will be able to relate his interests and aptitudes to occupational fields.

Prequisite Lessons in This Unit

Lesson 1
Lesson 2

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Interpretation of the Occupational Interest Inventory. Page 535
2. Kuder Information. Pages 711-712

Teacher Supplement

No Materials

Recommended Materials (Prepare, order, or examine in advance)

1. Interest tests. Refer to Appendix A, page 219, Tests Appropriate for Junior High Level. Occupational Interest Inventory, Kuder, Ohio Vocational Interest Survey...

2. May wish to coincide this lesson with Lesson 3, Unit 6, page 136, "Dropout Assessment," which also deals with interest in school.

3. Other tests in Appendix A, pages 215-220, Tests Appropriate for Junior High Level. Such as: *Test of Educational Ability, Primary Mental Abilities, Detroit General Aptitude Examination, Multiple Aptitude Tests, *Daily Vocational Tests, *General Aptitude Test Battery, Kuder Form A--Personal, California Test of Personality.

4. Aptitudes and Occupations - Coronet Films, $195.00 - Color. A counselor and a group of students examine achievement, aptitude and interest tests used to help students in the selection of satisfying occupations.

5. Interests Pay Off - Popular Science, Audio Visuals, $6.75. Captioned filmstrip shows how to relate interests along with aptitudes and abilities to one's life work.

6. Tests: Adjustment, Aptitude, Attitude and Interest - McGraw-Hill. Aptitude, attitude and interest "tests" assist students in self evaluation in relation to the world of work.

Recommended Materials (Continued)

7. Aptitudes and Occupations - Coronet Films, B/W - $97.50; Color - $195.00 1 ½ reels, 16mm. Students and counselor examine scholastic achievement aptitude and interest. Tests used to guide students toward the selection of a satisfying occupation.

8. Interests Pay Off - Popular Science

Learning Activities

1. Quiz students on following vocabulary: verbal, manipulative, computational, mechanical, mechanical arts, personal-social.

2. Have students complete an occupational interest inventory of some sort (refer to recommended materials). Discuss. Use a sheet such as "Interpretation of the Occupational Interest Inventory," page 535, Student Workbook, as a guideline for interpretation, or Kuder Information, pages 711-712, Student Workbook.

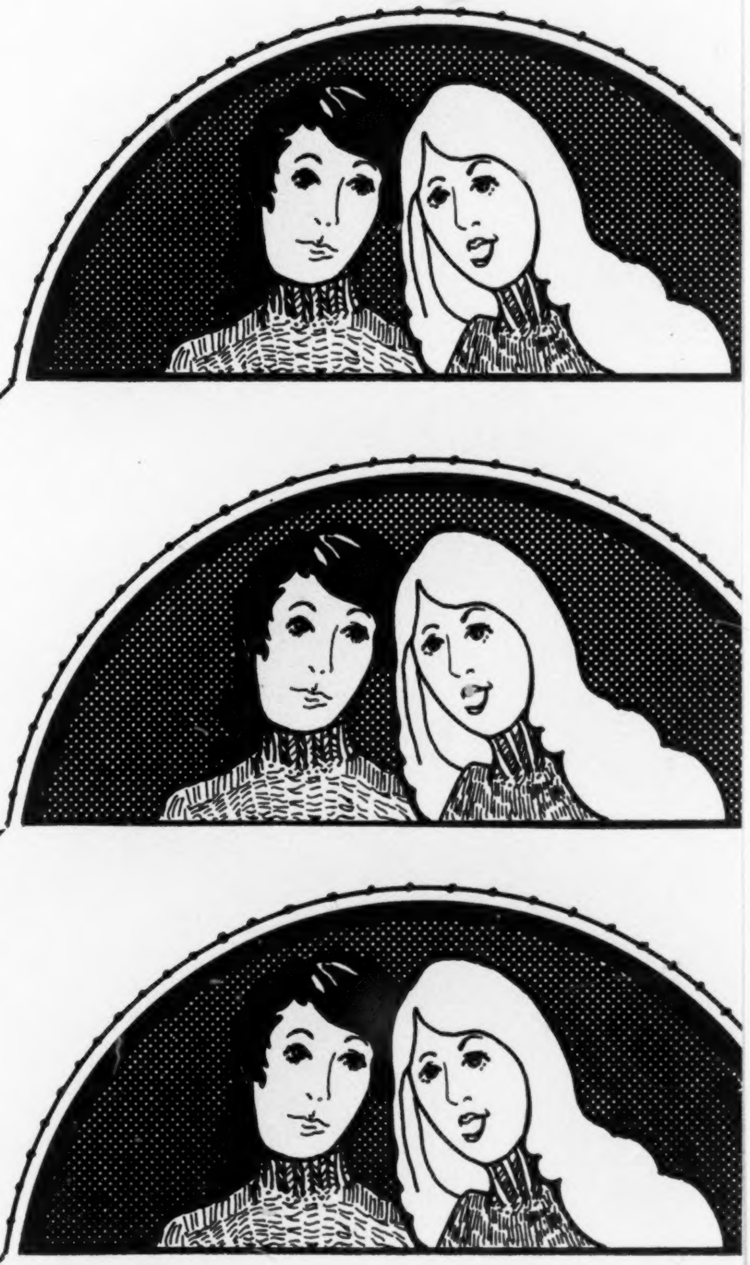
   Tentative and broad nature of these tests should be emphasized. Care should be taken to insure that the student does not place too much personal emphasis and interpretation on the results of the tests (not a crystal ball). Tests are good, however, for stimulating discussion and interpretation, and can be profitably used in this manner.

3. Give students a list of occupations (pages 648-652 in the Student Workbook). Have them write down 10 to 15 occupations which both interest them and match the interpretation of their scores on the Occupational Interest Inventory (or other test).

4. Administer, discuss, and interpret other tests which you decide on. (Refer to Recommended Materials, pages 24-25.)

Unit 3

Needs, Values, Decisions



UNIT 3

NEEDS, VALUES, DECISIONS

Unit Objective

Student will become better acquainted with his needs, personality, values, and the importance of decisions.

Prerequisite Units

Unit 1 and Unit 2

Lesson and Lesson Objective	Page Number
Lesson 1 - Needs	28
Objective: Student will increase his knowledge of his physical and emotional needs.	
Lesson 2 - My Personality	32
Objective: Student will appriase his strengths, actions, and personality.	
Lesson 3 - Values	34
Objective: Student will learn how to determine what a true value is and what some of his values are.	
Lesson 4 - Decisions	46
Objective: Student will learn a scheme for correct decision-making and use it to evaluate his past and future actions.	

Lesson Sequence

Level

A	B	C	D	E
Lesson 1 →	Lesson 2 →	Lesson 3 →	Lesson 4	

UNIT 3

Lesson 1

NEEDS

Lesson Objective

Student will increase his knowledge of his physical and emotional needs.

Prerequisite Lessons in This Unit

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. "Don't Be Afraid of Your Feelings." Page 537
2. "Least Likely to Succeed." Page 540

Teacher Supplement

1. Outline of Needs Lesson. Page 31 (Most an outline of material available in the SRA pamphlet, All About You by William C. Menninger, M.D., Junior Guidance Series. Pages 22-28.)

Recommended Materials (Examine, order or prepare in advance.)

1. "Coping With" Books. Especially: "Coping With Cliques," "Parents Can Be a Problem," "To Like and Be Liked," "Can You Talk with Someone Else?" "Living With Loneliness," "I'd Rather Do It Myself, If You Don't Mind," "In Front of the Table and Behind It," and "Some Common Crutches." More information is available in Appendix A, Resources: Materials and Ideas.

2. Filmstrip - What Troubles the Troublemaker, published by Popular Science Audio-visual. $6.75

3. Filmstrip - Why Should I Care How He Feels, published by Popular Science Audio-visual. $6.75

4. Two filmstrips and two cassettes - Think of Others First, published by Guidance Associates. $39.00

5. About You - by Marjorie Cosgrove, Science Research Associates, $1.85 Helps student understand himself and others.

6. All About You - by William Menninger, Science Research Associates, $1.80 Booklet in junior guidance series. Covers who are you, family tree, family life and you, how you got that way, what do you need, how do you act, and making the most of you.

7. Understanding Your Needs - Lyons and Carnahan

8. You're Growing Up - Scott, Foresman

9. Cutting the Apron Strings - ROA's Films, 8mm, 45 frames. Shows how teens can prove they are responsible and dependable.

10. Family Problems - Younger Teens - Society for Visual Education

11. The Problem With Parents - ROA's Films, 9 min., 46 frames. Covers identification, communications, mutual respect.

Learning Activities

1. Have students work in groups to make lists of what they feel are basic needs. Report, then consolidate the lists into one.

2. Read about needs from All About You. (Refer to Outline of Needs Lesson, page 31 , Teacher Supplement.) Discuss.

3. After reading "Don't Be Afraid of Your Feelings," page 537, Student Workbook. Have students play some non-verbal (use of other senses other than speech) games, such as: two people in a circle, blindfolded, try to find each other by touch, etc. Your school counselor may be able to suggest other games. Be sure that after each game the students discuss how they feel (i.e., warm, closer, more caring, etc.) Allow students to express areas in which they have been afraid to express their feelings, and have therefore not responded to their own or someone else's needs.

4. In every school there is an outcast. Have the students, while working in groups, treat someone in their group as they would treat the "outcast." Let that student discuss his feelings. What are the feelings of the group? How important is it to belong?

5. Using the article "Least Likely to Succeed," page 540, Student Workbook, conduct an inquiry lesson. Have students guess who each person is as soon as it is possible after you have begun to read the description. Students especially enjoy a contest between the boys and girls to see who can guess the most descriptions correctly.

6. Many of the needs of boys and girls, and the concomitant problems, are dealt with in the COPING WITH books. (Refer to Appendix A, page 187, Resources: Materials and Ideas.) Each of these books or pamphlets comes with a teacher guide which possesses many suggestions for discussions and other learning activities in conjunction with the reading of the pamphlet. These materials would greatly enlarge and enrich this lesson on needs.

7. Challenge students to do something special to fulfill the need for adventure the following week, and report on it in class.

8. Have students discuss which needs they feel the strongest, and what influence that might have on their choice of a future occupation. (Example: a person with strong need for success might go into politics, business, or one of the professions.)

TEACHER SUPPLEMENT MATERIALS

UNIT 3

Lesson 1

Outline of NEEDS Lesson

(From All About You by William C. Menninger, M.D., Junior Guidance Series, Chicago, Illinois: SRA, 1955, pp. 22-28.)

I. What are our needs?

  A. Physical: Air, water, food, shelter.

  B. Emotional: Affection, acceptance, success.

  C. Some also feel that the need for adventure is important.

II. Affection - we want to be liked.

  A. Children in orphanages without close contact with some mother-figure have been known to die, simply from lack of affection or contact.

  B. In All About You Mark resents the new baby and the attention the mother gives it.

  C. An example of a child resuming wetting habits because mother coos over new baby when changing his diapers, and the older child thinks this will help him to regain lost attention.

  D. Read "Don't Be Afraid of Your Feelings" by John Kord Lagemann.

III. Acceptance - we want to belong.

  A. Have you ever been new? How did you feel? Example of Charles in All About You.

  B. Wanting to be accepted and to be approved of makes it important to be like our friends. Example of Ruth and her new dress in All About You. No one wants to be too different.

IV. Success - we want to be successful.

  A. We feel badly when we know we could have done better than we did.

  B. Accomplishing something makes us feel happy.

  C. Read "Least Likely to Succeed."

V. Adventure - we want adventure, change.

  A. Even though shy, many of us may look forward to going to camp in the summer, or learning a new game, or getting out of the house and "doing" something.

  B. Everyone gets tired of the same old thing day after day. By the need to try new things and new ways of doing we learn and grow.

UNIT 3

Lesson 2
MY PERSONALITY

Lesson Objective

Student will appraise his strengths, actions, personality.

Prerequisite Lessons in This Unit

Lesson 1

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. How Well Do You Know Yourself. Page 543
2. Crisis on the Moon. Page 544 (Two sheets, one with correct answers.)
3. Personality Check List. Page 547
4. Rating Myself Sheet. Page 548
5. What Would You Do Rating Sheet. Page 549
6. What I Do Well Sheet. Page 551
7. Strength Group Sheet and Instructions. Page 552

Teacher Supplement

No Materials

Recommended Materials (Examine, order, or prepare in advance.)

1. Two filmstrips and two cassettes - Your Personality - The You Others Know. Published by Guidance Associates. $39.00
2. Discovering the Real You - by Singer Education & Training Products Society for Visual Education (SVE), $7.25, Sound Filmstrip - 50 frames, 10 minutes.
3. On Being Different - Popular Science
4. There's Nobody Just Like You - McGraw-Hill, $8.50, Color Filmstrip on self.
5. Your Personality, The You Others Know - Guidance Associates, $35.00 Two part sound filmstrip in which peers discuss positive and negative personality traits, relationship between personality and physical appearance, realistic self improvement goals, working for self discovery.
6. Your Search for Self - Popular Science

Recommended Materials (Continued)

7. Discovering Myself - American Guidance Service, 1962. One of a series of graded guidance texts. Flip charts to stimulate discussion are also available.

8. Discovering Yourself - by Marjorie Cosgrove. Science Research Associates, Inc., 1969, $1.95. Helps develop the concept of self; includes self appraisal charts, quizzes, examples, lists films, readings, group activities and materials for class projects and discussion.

9. Exploring Your Personality - Science Research Associates, Booklet

10. Focus (Discovery Through Guidance) - by Charlotte Marie Bruck, The Bruce Publishing Company. A group guidance booklet for eighth grade with units on educational focus, social focus, personal focus, and vocational focus.

11. Guidance Texts and Charts - American Guidance Service, Inc. Series focus is on self understanding, friends, school, groups, family and education.

12. Learning Equals Earning - NEWIST. T.V. Guidance Series. First seven programs on self-understanding are followed by two on school guidance services and twenty video-taped field trips into business and industry.

13. Films with Booklets - Association Films, Inc. Free rental, 16mm. sound films with booklets on career information and personal guidance.

Learning Activities

*1. Give lesson "How Well Do You Know Yourself, page 543, Student Workbook. Allow students to discuss what things might give them false ideas about themselves. Especially discuss the carry-over into later life of earlier hangups, even though later they are invalid. Give examples such as the Ugly Duckling, Clumsy Goof-off, Shy Suzie, etc. As we develop we change, but some of us won't let our self-image change, too.

2. Help the students discover how they function in a group by doing some activity such as "Crisis on the Moon," pages 544-546, Student Workbook. First, each student fills out a sheet individually, then as a group they jointly fill out a sheet, and everyong in the group must agree to the ranking of the items.

Point out the difference between the scores of the individual's score and the group score (it should be better, i.e., lower); how different people function in the groups, i.e., leader, follower, supporter, joker, detractor, etc. Let them discuss what role they played.

*3. Have students fill out either the Personality Check List or Rating Myself Sheet, pages 547 & 548, Student Workbook. Let them discuss within their group if the group feels the same way about them as they visualize themselves.

Have them give copies of the sheet to people who know them well and

Learning Activities (Continued)

people who barely know them, and let them compare those impressions with their own self-impressions.

In class, discuss why each of the traits on these two sheets is important. You may desire to relate their importance with future employment.

4. Using the "What Would You Do", sheet, page 551, Student Workbook, have the students choose partners and rate themselves and each other. Discuss the differences.

5. Fill out the What I Do Well Sheet, page 551, Student Workbook. Discuss the more general and less obvious traits and abilities which students ought to consider about themselves (such as: gets along well, displays a sense of humor, etc.)

*6. The strength group may be participated in by each student or only by the inner circle of two circles formed one inside the other. Have the students fill out Strength Group Sheet first, page 552, Student Workbook. Gather them, and use them to promote discussion if needed. (See instructions on Strength Group Sheet.)

This is a strong, positive way to end this lesson, and it is recommended that it be done last of the above learning activities.

UNIT 3

Lesson 3

VALUES

Lesson Objective

Student will learn how to determine what a true value is and what some of his values are.

Prerequisite Lessons in This Unit

Lesson 1 and Lesson 2

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. List of criteria for values (adopted from Values and Teaching by Raths, Harmin and Simon.) Page 554
2. "Survey of Personal Values" answer sheet. Page 555
   This answer sheet was devised in order to avoid writing in the test booklet, thereby rendering it reusable.
3. Value Sheets:
   a. Why Game. Page 556
   b. Value Questions and A Values Theory. Page 557
   c. Values on Involvement. Page 563
   d. Group Interview. Page 565
   e. Values Clarifying Focus Game. Page 566
   f. Values Discussion Game. Page 567
   g. Complete Rules of the Positive Focus Game. Page 569
   h. The Mind Set Game. Page 573

Teacher Supplement

1. Outline of Values Unit from You: Today and Tomorrow by Martin R. Katz. Page 38
2. Values Material:
   a. Suggestions for Good Values Sheets. Page 39
   b. One Minute Reaction Statement. Page 40
   c. Introduction to the Time Diary Technique. Page 41

Recommended Materials (Order, prepare, or examine in advance.)

1. "Survey of Personal Values" test. The manual explains the meaning of each value, scoring, and interpretation of scores. We recommend that you set up your own norms for this test. Cost is approximately $15 per hundred. See Appendix A, page 215, Tests Appropriate for Junior High Level, for further information. We recommend that you use this test as a basis for discussion only.

Recommended Materials (Continued)

2. You: Today and Tomorrow by Martin R. Katz consists of a student text as well as a teacher supplement. It is very well written and appropriate for junior high level. It is published by the Educational Testing Service. We recommend that you purchase at least one copy. It contains much information for clarifying values as well as short tests etc., which may be used as learning activities.

3. It is also highly recommended that the teacher purchase a copy of Values and Teaching by Lois E. Raths, Merrill Harmin, and Sidney B. Simon. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966. The value sheets included in this lesson are but extensions of the numerous suggested activities to be found in this book. This background could aid the teacher in expanding value teaching into all aspects of the course.

4. Coping With books mentioned in Lesson 1, Unit 2 - Needs, also contain materials which could lead to discussions on values. They are published by the American Guidance Service.

5. Rogers, Carl R., Freedom to Learn. Published by Charles E. Merrill, 1969. Contains good background information on values for teachers and counselors, especially Chapter 12.

6. You and Your Values - Science Research Associates, Booklet.

7. Open Door Books - Sextant Systems, Inc. Twenty-four fascinating autobiographies by contemporary Americans from minority backgrounds who achieved success against odds. Mini-book size.

Learning Activities

*1. Have students discuss, in groups, what a value is and list their values in the value-rich areas of: money, friendship, love, religion and morality, leisure, politics and social organization, work, family, and self.

*2. Using the materials from You: Today and Tomorrow (refer to Outline on page 38, Teacher Supplement) present a lesson values. Put the main ideas on transparencies, with appropriate drawings, then give anecdotal examples such as those used in You: Today and Tomorrow to illustrate each idea.

*3. Using the seven criteria for values, page 554, Student Workbook, have the students match their stated values against the seven criteria and explain why they feel each value does or does not fulfill the value criteria.

*4. Have the students participate in the value games, etc., which are outlined on the Values Sheets and Values Materials in both the Student Workbook and Teacher Supplement, pages 556-573 and 39-41, respectively.

5. Administer the "Survey of Personal Values" test to the students. Discuss. Refer to page 555, Student Workbook.

6. Have students write their own value sheets and present to the class. (Refer to Suggestions for Good Values Sheets, page 39, Teacher Supplement.)

TEACHER SUPPLEMENT MATERIALS

UNIT 3

Lesson 3

Outline of Values Unit

(from Katz, Martin R. You: Today and Tomorrow,
Educational Testing Service, 1959.)

I. In a situation the odds and risks might remain the same, but we might change our decision because of a more important value--the importance of our goals.
   A. Consider: How serious it would be to fail.
      How important it would be to succeed.
      Your chances of success or failure.
      The risks involved.

II. Value means what something is worth to a person--what he is willing to do, or pay, or give up for it.
   A. Example of Larry, p. 35.

   Whenever you make a choice between two things you weigh the values connected with these things against each other.
   A. Example of Joan, p. 35 and Gladys, p. 36, and Sylvia, p. 36.

   When a decision seems automatic, you are probably choosing according to a value which is very deep-seated in you.
   A. Example of Bob, pp. 35-36.

   Sometimes the reasons you give for a choice do not represent the real values by which you actually made your choice.
   A. Example of Mike, p. 37.

   It may be hard to sort out the values involved in a decision.
   A. Example of Linda, p. 37.

III. When one value is very strong it will not seem so hard to choose between different values as to choose between ways of satisfying the same value. You may be choosing between "playing it safe" or "taking a chance."
   A. Example of Denny, p. 38.
   B. Example of Quiz Contests, p. 38.
   C. Discuss pages 40-41.
   D. Example of Duncan and Paul, p. 38-39.

IV. Some values seem to be typical of certain ages, and will change.
   A. Discuss values held by parents versus values held by teenagers.

   What values do you feel are permanent for you?

V. To keep track of your values: keep a running record in the Value Log of six decisions or choices you make. Tell what choices were open to you, what the values were on each side, what decision you made, and why you chose as you did.

VI. Connecting values with choices.
   A. Name an occupation to go with each of the values listed on p. 46.
   B. Match values with quotes of persons in various jobs. p. 47.
   C. Name values to go with the occupations on p. 47.

VII. Some important values for jobs, p. 50.

(Note: In preparing this lesson and presenting it, be sure you are acquainted with the information in the Teacher's Manual for You: Today and Tomorrow.)

Mary B. Jordan, Saville Sax,
Ginny Treat, Margie Walker,
Mary M. Whitworth

SUGGESTIONS FOR GOOD VALUES SHEETS

1. Construct questions which start with the general and lead to the specific.
2. Avoid "yes and no" and "either/or" questions.
3. Focus your questions on one central issue.
4. Involve as many of the following value criteria as possible: choosing, prizing, acting.
5. Limit the number of questions so that the sheets do not become a chore or a bore.
6. Delve into sensitive areas.
7. Include some questions which explore feelings and some which explore consequences.
8. Early questions should define the issue brought up by the "top."
9. Use next questions to explore a large range of value alternatives related to the "top."
10. Use questions which will ultimately help the person focus on his position within the range.
11. Focus the last questions toward what the person does now, what he would like to do, and what he plans to do in the future.
12. Stress the immediate and the concrete when asking about action by stressing such words as today, this week, now, and tomorrow.

Fred McCarty

Values Technique: "One Minute Reaction Statement"

The teacher writes a provocative statement on the board. He asks for student volunteers to react publicly to the statement. After choosing the student volunteer, he gives him one minute to prepare his thoughts. (The teacher might use this time to take attendance or do some other administrative chore.)

The student gets up before the class and speaks for one minute on the issue raised by the statement on the board. He may choose any position in relation to the issue.

There is no question and answer to debate. The teacher then begins his regular lesson for the day. The teacher might put the same statement on the board for the next day and choose a student to comment on it who has a differing point of view from that of the first student.

This technique is similar to the "Five Minute Quote without Comment," on pp. 155-156 in Values and Teaching.

VALUES CLARIFICATION LAB
Frederick H. McCarty
December 14, 1967

Introduction to the Time Diary Technique

"I don't have enough time to do that."
"I'd really like to be involved in the program, Bill, but you see, I've been so busy lately."

These comments are typical of our lives. We never seem to find the time to do the things we say we are interested in. Many people's lives are full of missed opportunities. They look back with regret on the many things they could have done. They claim to have values on which they've never had the "time" to act. In effect, however, a person does what he values and values what he does--if his values are at the highest level. But most of our lives are not at that level. For many, there is a terrifying gap between our use of time and what we claim to cherish. It would probably be worthwhile, then, if we could help ourselves and our students to notice that gap and to take action to reduce it.

This gap is illuminated and often at least partially closed for students by keeping a time diary. A time diary is simply a chart of one weeks' activities broken down into, perhaps, one hour segments. In each segment, each student records what happened to his life. The teacher doesn't ask to see this, for time diaries are often very personal. But the teacher does ask his students to analyze his completed diary with questions like these in mind:

1. How do you feel about how you spent your time?
2. What proportion of your time represents your life at a truly gratifying level?
3. What inconsistencies, if any, are there in the week's activities?
4. What proportion of your time was used for things that you do not value highly?

Some hints for use:

1. The Time Diary is an individual activity which can be done in groups. Individuals do it and only share voluntarily. Very often an individual can be asked to do one while the class does something else.

2. It could be made clear to the class as a whole that any student could share his diary or his answers to the questions or his perceptions, conclusions, or resolutions, if he so desired. Asking specific students directly may put them under undue pressure to comply and may call into question the honesty of the directions which freed them of such obligations.

You will find a program using such a diary and illustrating some of the ways it might be used in a classroom on the following page.

A. Expository Learning Route (Page 42 and Page 43 constitute an exposition of this values technique. The pages which follow are both a self-assessment and a chance to experience and practice the technique.)

A.1 Time Diary Criteria

1.1 In the construction and use of any Values Clarification technique, as many of the seven values criteria as possible are to be used. (See lessons on Value Criteria, if necessary.)

1.2 The chart should be supplied to the students whenever convenient to save time. It should be clearly marked and complete.

1.3 Try to make the directions clear and include helpful hints. It is a difficult process to remember and reconstruct a whole week. The directions should include a statement that the Diary will be confidential, seen only by the student himself, unless he wishes otherwise.

1.4 The Diary is followed by a series of values clarifying questions, with space allowed for written answers, which open up questions about the student's values as contrasted with his actions, without moralizing.

See Chapter 7 in Values and Teaching for a discussion of other values-related techniques.

A.2 Do's and Don'ts

1. Do try to open up questions in the student's mind about his use of time.
2. Don't give him a set of your judgements about his Diary.
3. Do permit him to share his insights, discoveries, conclusions with others.
4. Don't force him to read his Diary aloud to the class.
5. Don't force him to turn his Diary in to you.
6. Do utilize as many of the values criteria as possible.
7. Don't use only one or two.

A.3 Objectives

1.1 This technique raises questions in the areas of the following values criteria.

1. Choosing one's activity freely.
2. Choosing one's activity from among alternatives.

A.3 Objectives (Continued)

3. Choosing one's activity from among alternatives whose consequences have been considered.
4. Acting on one's choices.
5. Acting on one's choices repeatedly, in a pattern.
6. Prizing, being glad of one's choices.
7. It may possibly be used to open the area of publicly affirming one's choices, but only if the student wishes to do so without prodding. (See Time Diary Criteria #3 above, and Do's and Don'ts, #2.)

CHOICE POINT

If you would like to try some self-assessments, continue on next page.

B. Experiential Learning Route

In the spaces on the chart below, reconstruct your activities for the last week. Be as accurate and complete as you can. No one but yourself will see the completed chart. Some useful hints are: abbreviate in your own code to save time and space; start with today and work backward sequentially to aid your memory.

	MON	TUES	WED	THURS	FRI	SAT	SUN
MIDNIGHT-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
NOON-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

B. (Continued)

Using a red pencil, go back over the chart and circle those items which made you proud or otherwise were gratifying to you. Using a blue pencil, circle those items about which you do not feel proud. These may be activities about which you have negative feelings or about which you feel unsure as to whether or not the time spent doing them was spent wisely. Cross out any items which you felt obligated or otherwise constrained to do and which you would not have done had you had the choice.

1. How do you feel about the way you spent your time last week?

2. Figure out roughly what proportion of your time was spent on a truly gratifying level.

3. Can you think of any alternative ways you might have spent the time which is circled in blue on your chart? List them here.

4. Write a summary of what you think you have learned about your use of your own time.

CHOICE POINT

On the next page of this program is a reiteration and further explication of the criteria by which a Time Diary is constructed and utilized.

UNIT 3

Lesson 4

DECISIONS

Lesson Objective

Student will learn a scheme for correct decision-making and use it to evaluate his past and future actions.

Prerequisite Lessons in This Unit

Lesson 1, Lesson 2, and Lesson 3

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Our Actions. Page 576
2. What Would You Do If--. Page 577
3. Problem-Solving. Page 578

Teacher Supplement

1. Decision-Making Scheme. Page 50

Recommended Materials (Order, prepare, or examine in advance.)

1. Pages 10, 11, and 35 of All About You, by William C. Menninger, M.D., Junior Guidance Series. SRA, 1955.
2. Keys to Vocational Decision, by Walter M. Lifton, 1964, Science Research Association.
3. Life Career Game, Department of Education, San Deigo, California
4. You: Today and Tomorrow, by Martin R. Katz. Educational Testing Service. Chapter VIII deals with making choices and gives five cases to consider.
5. It's Your Move: Decisions for Discussion - Coronet Films
6. Making Decisions - Popular Science
7. Vocational Decisions - Society for Visual Education, Inc. Captioned filmstrip on vocational decisions.
8. Learning to Make Decisions - Singer Education and Training Products. Society for Visual Education (SVE), Sound filmstrip, 49 frames, 10 minutes.
9. Deciding: A Leader's Guide ($2.00) & Deciding (Paperbound - $2.50), Published by College Entrance Examination Board. Recommended.

Learning Activities

*1. Discuss Decision-making Scheme, page 50, Teacher Supplement, with the students. Have them consider various decisions in their lives and plug into this outline. Would they have made the same decisions if they had followed this procedure? What steps do they commonly leave out?

2. Discuss: Many actions are by default rather than by a conscious decision to act in that manner. Consider the points brought out on the sheet, Our Actions, page 576, Student Workbook. What values are involved in each of these actions?

*3. Complete "What Would You Do If--?" page 577, Student Workbook. Which answers are fight, flight and compromise? (Rever to discussion on Our Actions.) What steps of a correct decision are involved in each of these answers? What values?

4. A learning activity for decision-making.*

   a. Give student 100 names of occupations, each printed on a separate little card.

   b. On a board with three columns, instruct the student to do the following:
   Place in the Would Not Choose column all of the occupations you see as out of the question for a person like you; place in the Would Choose column those you can see as possibilities for a person like you; place under No Opinion column those cards about which you can't make a decision. (Refrain from using the terms "like" and "dislike" so that the student may use any criteria he wishes for separating the cards.)

   c. Next, remove the "No Opinion" items from the board. From the remaining two columns instruct the student to break up these big groups into smaller groups of occupations that for some reason go together in his mind. "Place those you reject for one reason into one group, those you reject for another reason into a second group, and so on. There are no rules about the number of groups you should come out with or about the number of cards in each group."

   d. Have the student explain to the teacher what is is that each of his groups represents. Record the label or explanation he gives for each and the number of items he classified together under this heading.

   e. Ask the student which of the negative groups and which of the positive groups he sees as most important for him.

   f. The same procedure used above for occupations could be used for possible interests, leisure time activities, etc.

*Idea for this learning activity came from research done by Leona E. Tyler, as related in the article, "Research Explorations in the Realm of Choice, Journal of Counseling Psychology, Vol. 8, No. 3, 1961, pages 195-201.

Learning Activities (Continued)

5. Play Life Career Game (Refer to Recommended Materials.)

*6. Read and discuss cases in You: Today and Tomorrow. Apply decision-making scheme or steps in problem-solving to these cases.

7. From the book, Key to Vocational Decisions, read and discuss:

   "Jimmy Talks with his Father About Jobs," Page 256
   "Jobs: The Necessity for Choice." Page 259
   "Will You Drift or Steer Into Your Future." Page 406
   "Setting Your Goals and Shooting for It." Page 267

8. Have students analyze and determine appropriate decisions on the basis of the four major steps of problem-solving (see Problem-Solving, Student Workbook, Page 578) for the following problem situations:

   a. Mary's friends want to be elementary education teachers. She dislikes children but wants to be with her friends.

   b. Kathy has always longed to graduate from college in Advertising. However, she falls in love with a senior boy.

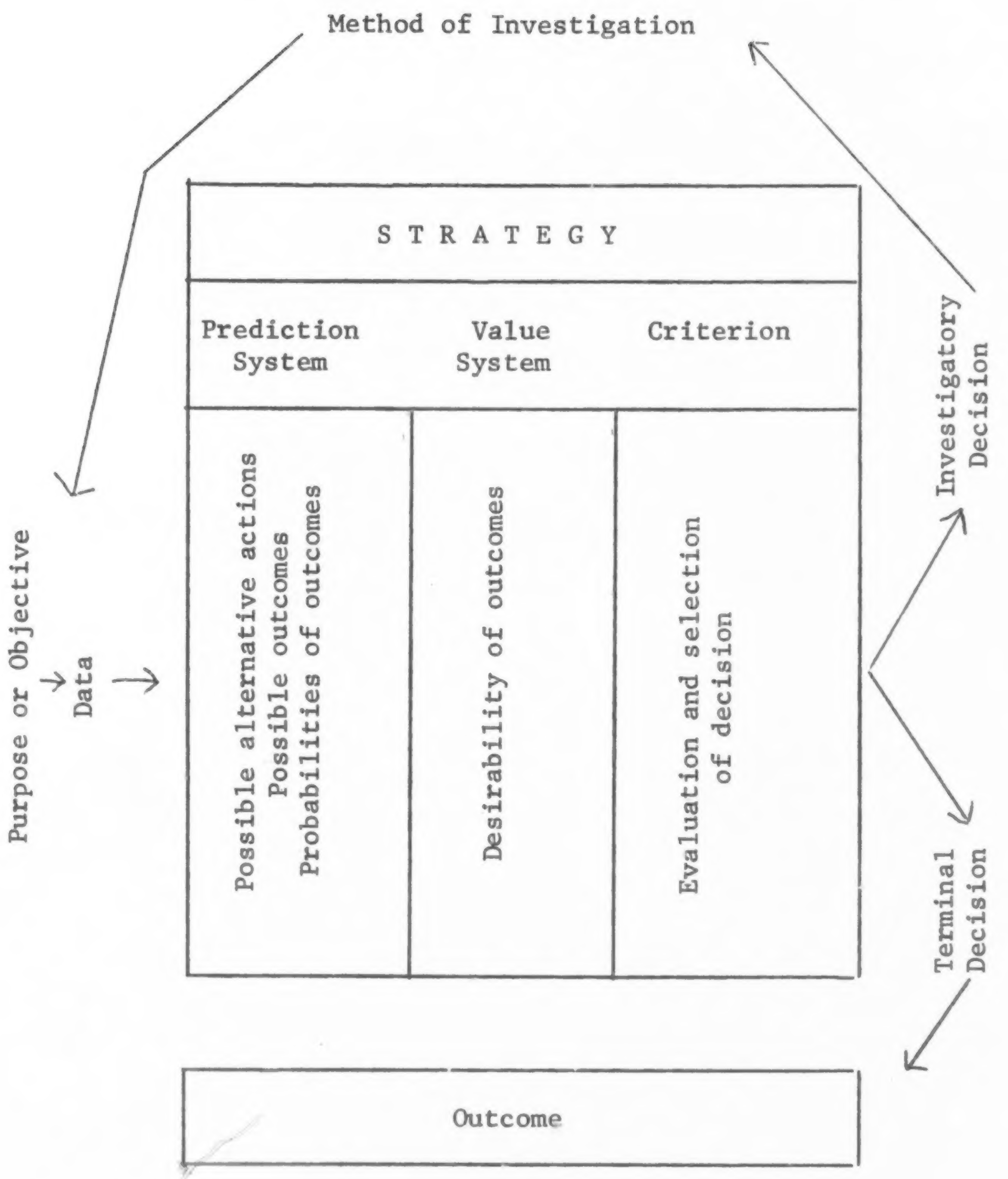
   c. Mike loves mechanical-type work. However, his father insists that he study to be a lawyer.

9. Have each student develop a problem to present to the class. Dramatize and video-tape the best two problems and show and discuss in class.

TEACHER SUPPLEMENT MATERIALS

UNIT 3

Lesson 4


Method of Investigation
STRATEGY
Prediction System
Value System
Criterion
Purpose or Objective
Data
Possible alternative actions
Possible outcomes
Probabilities of outcomes
Desirability of outcomes
Evaluation and selection of decision
Investigatory Decision
Terminal Decision
Outcome

Refer to page 236
of Appendix C - Theories

Unit 4
World of Work

UNIT 4

WORLD OF WORK

Unit Objective

Student will increase his knowledge of the world of work and be able to analyze and/or research occupations and occupational fields for their main characteristics (traits).

Prerequisite Units

Unit 1

Lesson and Lesson Objective(s) — **Page Number**

Lesson 1 - Why Work - An Introduction........................ 52

Objective: Student will be able to relate at least four reasons why work should be important in his life.

Lesson 2 - Jobs, Jobs, Jobs.................................. 55

Objective: Given information on jobs from many sources, student will become acquainted with a broad range of jobs in the community, state, and nation.

Lesson 3 - Job Traits.. 69

Objective: Student will be able to explain the scope and meaning of at least 10 major characteristics (traits) of jobs in general.

Lesson 4 - Broad Occupational Fields......................... 81

Objectives: (a) Student will learn to identify the meaning of "Broad Occupational Fields" and the ways in which jobs are grouped into various fields; (b) Student will learn the characteristics of at least 10 broad fields and some of the jobs which are grouped under each field.

Lesson 5 - Job Analysis...................................... 91

Objective: Given any job title, student will be able to analyze the job's specific characteristics or traits.

Lesson Sequence

Levels

A	B	C	D
Lesson 1------------→	Lesson 2----------→	Lesson 3-------→	Lesson 4 Lesson 5

UNIT 4

Lesson 1

WHY WORK - AN INTRODUCTION

Lesson Objective

Student will be able to relate at least four reasons why work should be important in his life.

Prerequisite Lessons in This Unit

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. SRA Special Guidance Report, 1960. Page 580

Teacher Supplement

No Materials

Recommended Materials (Order, prepare, or examine in advance.)

1. Society for Visual Education filmstrip and record #C788-1 - An Introduction to Vocation. This filmstrip discusses the topics; who are you, definition of vocation, responsibility for decision-making, and work as a major expression of life's commitment.

2. SVE filmstrip and record #C788-2, The World of Work. This filmstrip discusses: why we work, what work is, relationship between work and self-understanding, introduction to classifications to work, resources available to understand the world of work.

3. Occupations and Careers. Published by Webster Division/McGraw-Hill. Chapter 1 - "Why Study Occupations" could also be part of introduction.

4. Filmstrip, What Do I Want to Be, published by Popular Science Audio-Visuals. $6.75

5. Filmstrip, The Meaning of Success, published by Popular Science Audio-Visuals. $6.75

6. Two filmstrips and two cassettes, Preparing for the World of Work, published by Guidance Associates. $39.00

7. Finding Your Life Work, Bureau of Audio-Visual Instruction, $3.50 rental, 20 min., 16mm. film points out necessity of knowing oneself and learning about many vocations so one can make intelligent career decisions.

8. Your Life of Work, Popular Science Audio-Visuals, Inc., $6.75. Captioned filmstrip emphasizes planning for one's life work through an understanding of work and its economic, emotional, and social importance to the individual.

9. Finding Your Life Work, Bureau of Audio-Visual Instruction, $3.50 rental, 20 min., 16mm. film points out necessity of knowing oneself and learning about many vocations so one can make intelligent career decisions.

10. The Meaning of Work, Popular Science Audio Visuals, Inc., 1970, $6.75. Captioned filmstrip depicts work as man's major activity and discusses the changing nature of the work force.

11. Why Work at All? - Guidance Associates

12. World of Work Filmstrip Series - Edu-Craft, Inc., $15.00 each. Series of 50 sound color filmstrips provides a comprehensive program of pre-vocational attitude building and orientation designed to create an awareness of the world of work.

13. Your Life at Work - Popular Science Audio Visuals, Inc.

14. Career/Vocational Guidance Series - Guidance Associates. A career information series of filmstrips to help students express personal feelings about work, upgrade ambitions, emphasize importance of early preparation and planning, etc.

15. Going Places - Educational Film Library, 1966, $95.00, 8 min., 16 mm. color film fantasy of teenagers taking over jobs to which they aspire. A youthful narrator offers constructive suggestions for students. Used to motivate toward education and training for careers.

Learning Activities

*1. Read through the SRA Special Guidance Report, 1960, page 580, Student Workbook. Have students answer the questions posed in the report. Discuss.

*2. Ask students to list (on board) reasons for working. (Example: self-satisfaction, sense of contribution, support, luxury, acceptance of responsibility, etc.)

*3. Show filmstrip (with record) An Introduction to Vocation. (Refer to Recommended Materials for this lesson.) Discuss, using the following questions in your discussion or as essay topics:

   a. What does the word vocation mean?
   b. What are the three major decisions a young person has to make?
   c. How does one's understanding of vocation affect the choice of his life's work?

*4. Show filmstrip (with record) The World of Work. (Refer to Recommended Materials for this lesson.) Discuss, using the following questions in your discussion or as essay topics:

*4. (Continued)

   a. How would you elaborate on the reason suggested as to why man works?
   b. How does the knowledge of a "job family" help in the choice of an occupation?
   c. What is the relevance of work in the world?

5. Read and discuss "Why Study Occupations" from Occupations and Careers.

UNIT 4

Lesson 2

JOBS, JOBS, JOBS

Lesson Objective

Given information on jobs from many sources, student will become acquainted with a broad range of jobs in the community, state, and nation.

Prerequisite Lessons in This Unit

Lesson 1

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Rules for "What's My Line?" Page 590
2. Report Sheet for Films. Page 591

Teacher Supplement

1. Partial List of Films. Pages 61-67

Recommended Materials (Order, prepare, or examine in advance.)

1. Catalog of Occupational Films (16 mm), Utah Department of Employment Security, 174 Social Hall Avenue, Salt Lake City, Utah 84111.
2. Educators' Guide to Free Guidance Materials. (For further information about this book, refer to Appendix, "Resources: Materials and Ideas.")
3. Exploring the World of Jobs, SRA Junior Guidance Series booklet.
4. SRA Widening Occupational Roles Kit (WORK). (Refer to Appendix for further information concerning this kit.)
5. Articles about various occupations taken from Readers' Digest, Life, and other similar magazines.
6. A list of fiction and nonfiction books about careers. Obtain from your school librarian or obtain the books listed in Vocations in Biography and Fiction: A Selected List for Young People. This list may be found in Appendix D, pages 255-276.
7. From "Coping With" books - Changing Roles of Men and Women, by C. Gilbert Wrenn and Shirley Schwarzrock. Published by American Guidance Service, Inc. 31 pages
8. Career Guidance Booklets - Published by IPD Publishing Company, 22 booklets, 10¢ each, aimed toward disadvantaged youth, but give short, interesting (comic booklet format) description of non-professional jobs.

Recommended Materials (Continued)

9. What Job For Me Series - Published by Webster Division/McGraw-Hill. Features 18 stories about non-professional jobs. Written to provide informative reading about people and their jobs and to spark enthusiasm in the student with reading difficulty (11th grade level).

10. Careers for Girls - Bureau of Audio-Visual Instruction. 17 min., 16 mm., vocational exploration film designed to acquaint girls with the many jobs open to women today. Stresses importance of analyzing one's interest and abilities in relation to different occupations.

11. Quest (Discovery Through Guidance) - by Charlotte Marie Bruck, The Bruce Publishing Company. A group guidance booklet for 7th graders with units on educational quest, social quest, personal quest, and vocational quest.

12. Learning Equals Earning - NEWIST. T.V. Guidance Series. First seven programs on self-understanding are followed by two on school guidance services and twenty video-taped field trips into business and industry.

13. A World of Work Series - McGraw-Hill Films

14. Career Planning in a Changing World - Popular Science Audio Visuals, Inc., $6.75. Captioned filmstrip encourages young people to think realistically about job opportunities as they change with social and technological changes.

15. The Flow of Goods and Services - Popular Science Publishing Company, $6.00. Filmstrip shows the economic interdependence of various segments of society and highlights production and distribution of goods and services.

16. Career Interviews (Series) - McGraw-Hill, 40 taped career interviews.

17. Utah Inventory of Unfilled Job Openings. Utah Department of Employment Security. A Weekly statewide list of unfilled job openings.

18. The World of Work - Educational Record Sales. $35.70 - six 12 inch, 33 1/3 RPM records. A series of recordings to stimulate thinking about career opportunities and provide a convenient approach to the study of occupations.

19. Wanted, Medical Technologists - Public Affairs Pamphlets. 15¢-25¢ (varies with quantity). One in a series of Public Affairs Pamphlets.

20. Airport - Encyclopedia Britannica Film Inc., 10 min, 16 mm. film brings to life the fascinating activities of large commercial airports.

21. Astronomer - International Film Bureau, 16 min., 16 mm film presents tools and methods used by astronomers, including work away from the telescope.

22. Careers in Art - SL Film Productions, 1967, $180.00. 16 min., 16 mm. film surveys the four major areas of art where most artists are employed: advertising, industrial design, interior decorating, and art education.

Recommended Materials (Continued)

23. Careers in Chemistry - Farm Film Foundation. 14½ min., 16 mm. film covers analytical chemistry and other opportunities in this almost endless field.

24. Careers in the Building Trades - Coronet Films. 11 min., 16 mm film shows Bob observing carpenters, plumbers, bricklayers, electricians, painters, plasterers, and glaziers on a construction site. Also relates school subjects to building trades.

25. New Career Opportunities - Popular Science, Audio Visuals, $6.75 Captioned filmstrip touches on new developments in technological, social, and governmental fields.

26. Our Changing World - San Diego County Department of Education

27. Drafting - State Employment Service Agencies or Louis DeRochemont Associates, 1968, $38.22 or Free Loan. 7½ min. film on career areas within drafting. Highly recommended by NVGA.

28. Films with Booklets - Association Films, Inc., Free rental, 16 mm. sound films with booklets on career information and personal guidance.

29. Guidance Films - Roa's Films. Offer free 16 mm. career information films.

30. In a Medical Laboratory - National Committee for Careers in Medical Technology. 1967, Free loan. 28 min., color film on careers in medical technology. Highly recommended by NVGA.

31. A Special Breed - Jam Handy, Free rental. 22 min. introductory film which could provide motivation to consider construction and heavy machinery as occupational choices. NVGA rating: excellent.

32. Automation - Popular Science

33. Career Information Series - J. C. Penney Company. Filmstrips with records on career information.

34. Career Opportunities (Sets I & II) Popular Science Audio-Visuals, Inc. Captioned filmstrips on career opportunities.

35. Jobs for the Now Generation - Bowmar

36. New Career Opportunities - Popular Science

37. See a Job Series - McGraw-Hill Films. This series of sound filmstrips is particularly useful for students with poor reading and writing skills.

38. World of Work Series - by Edu-Craft, Inc. Denoyer-Geppert Times Mirror. A series of 50 colored film series with sound and comprehensive teaching guides for pre-vocational education K-9.

39. World of Work Series - McGraw-Hill Films. This series of sound filmstrips covers a variety of entry occupations that require little or no training.

Recommended Materials (Continued)

40. Occupational Interview Cassettes - Imperial International Learning, Carlton Films. A series of 50 on-the-job interviews provides students with insights into the work-a-day world from which people who actually do the work.

41. On-the-Job Interview Series - Valient IMC. 50 tapes of actual on-the-job interviews, varying in length from 15 to 25 minutes.

42. Pre-Recorded Tapes for Vocational Guidance - Imperial Productions Set of 50 - $249.50; each - $5.50. A series of 50 on-the-job interviews cover working conditions, occupational demands, fringe benefits, earnings, retirement, job qualifications, etc.

43. Vocational Guidance Library - Guidance Associates. A set of 40 cassette tapes; Your Future - in or as an - various occupations.

44. Vocational Interviews - Guidance Associates. $270.00 set of 40; $7.50 - each. A library of 40 interviews available in 5-inch reel tapes or in cassettes. Persons interviewed describe nature of work they perform, skills required, rate of advancement, etc.

45. A Career in Music Education - by Music Educator's National Conference and American Personnel and Guidance Association; Music Educator's National Conference. Presents basic facts associated with music teaching as a profession. Illustrated pamphlet.

46. Career Wise Kit - Random House School and Library Service. Kit includes a library of 92 books, counselor's guide, wall charts, and student profile forms.

47. I Want to Be (Series) - Richtext Press. A guidance reading program of 36 books. Also includes pupil language skill notebooks and an annotated teachers notebook.

48. New Careers - U.S. Government Printing Office - 15¢ Pamphlet describes jobs with a future and a profession.

49. Occupational Abstracts - Personnel Services, Inc. Available individually and by annual subscription.

50. Someday I'll Be: Series - by Sarah Splaver, Hawthorne Books, Inc. A series of vocational guidance books for 10-14 year olds aimed at providing "just enough" information about the occupations they may enter someday.

51. Guidance Kit - Education Progress Corporation, 60 recorded interviews (tape or cassette); 40 on professional careers and 20 on semi-professional occupations.

52. Preparing for the Jobs of the 70's - Guidance Associates, $35.00 Two part sound filmstrip shows how new trends will affect tomorrow's job market. New jobs are described by enthusiastic young people. Also covers new opportunities in existing fields.

Learning Activities

1. Have students read pages 26-36 in Exploring the World of Jobs. This will review with them the ways in which jobs are changing.

*2. Order many 16 mm films. Refer to list of films, page 62, Teacher Supplement. Schedule them so that two arrive each day. Allow the students their choice of film to watch (show them in separate rooms), and have them fill out the "Report Sheet for Films," page 591, Student Workbook.

3. Allow the students to choose five out of a hundred or more articles which you, and possibly your students, have collected from old magazines. These articles should be stories relating to various occupations. Then have the students discuss the jobs they read about within their groups.

4. Encourage the students to read the various fiction and nonfiction books in the school library which deal with different careers. Give extra credit for book reports, or require that each student read at least one book during the semester.

5. Have students play "What's My Line?" (Refer to Rules, page 590, Student Workbook.) You may wish to instigate competition between groups, have a round robin, and video-tape the main round.

6. Invite community resource people to come and speak about the various occupations with which they are involved.

*7. Have students read several junior occupational briefs from a kit which describes the occupations in story from, such as SRA's W.O.R.K. Kit. Allow them to read and make a brief report on as many as they wish, giving them points for each story read.

*8. Conduct field trips to various industries, etc., which will help introduce the students to some occupations. For example: a hospital, dairy, newspaper, technical school, manufacturing company.

9. At the beginning of class each day, conduct, or have a student conduct, an inquiry session about some occupation. Inquiry may be done about the name of the occupation--written on the board, or about an object which has to do with some occupation, etc.

TEACHER SUPPLEMENT MATERIALS

UNIT 4

Lesson 2

FREE
CAREER PLANNING FILMS

1. AT THE OTHER END OF THE MIKE (FA-133) (1961) 16mm Sound 11½ min. Color. Tells story of a controller who takes a flight familiarization ride in civil air carrier jet aircraft.
   Federal Aviation Administration
   FAA Film Library, AC-921
   P.O. Box 25082
   Oklahoma City, Oklahoma 73125

2. AUTO MECHANIC AND TECHNICIAN (1968) 16mm Sound 23 min. Color. Shows in detail the opportunities and rewards of a career in auto mechanics.
   Ford Motor Company
   Film Library
   The American Road
   Dearborn, Michigan 48121

3. AVIATION MECHANIC (FA-315) (1964) 16mm Sound 17 min. Color. Shows importance of and the work performed by airline and general aviation mechanics and the training available to students.
   Federal Aviation Administration
   (Address #1 above)

4. AVIATION WORKSHOP (FA-605) 16mm Sound 29 min. Color. Shows many careers available to men and women in the Federal Aviation Administration: Air Traffic Service, Flight Standards Service, Office of Aviation Medicine, Federal Aviation Academy, Systems Research and Development Service. (Not available to elementary schools).
   Federal Aviation Administration
   (Address #1 above)

5. BOATS NEED PEOPLE (1969) 16mm Sound 13 min. Color. Deals with employment in the recreational boating field: Jobs in boat, engine and accessory manufacturing plants, in marinas and boatyards and retail operations.
   National Association of Engine & Boat Manufacturers Film Library
   Department of Creativision, Inc.
   295 West 4th Street
   New York, New York 10014

6. BRIGHT FUTURE (1965) 16mm Sound 28 min. Color. A recruitment film for the profession of Dental Hygiene. Shows requirements for entrance into an educational program, takes student through a typical course of study and explains areas of professional practice.
   American Dental Association
   Bureau of Audio-Visual Service
   211 East Chicago Avenue
   Chicago, Illinois 60611

7. CAMERAS AND CAREERS 16mm Sound 28 min. Color. Gives a glimpse of some of the hundreds of photographic careers in business, science, and industry.
   Eastman Kodak Company
   Audio-Visual Service
   343 State Street
   Rochester, New York 14650

8. A CAREER IN BACTERIOLOGY 16mm Sound 20 min. Color. Emphasizes opportunities for young people with good high school and college background in the various fields.
   Becton, Dickinson and Company
   Attention: Mr. Frank Selmer
   Manager, Advertising and Sales Promotion
   Rutherford, New Jersey 07070

9. CAREERS IN BUSINESS (1969) 16mm Sound 12½ min. Color. Portrays the immediate and future need for secretaries, office workers, business machine operators, programmers and numberous other skilled occupations used in the business world.
   National Career Center
   3839 White Plains Road
   Bronx, New York 10467

10. CAREERS IN CONSTRUCTION (1968) 16mm Sound 24 min. Color. Tells the story of a young negro who helps a white boy appreciate the possibilities of a career in the construction business.
    Farm Film Foundation
    1425 "H" Street, Northwest
    Washington, D.C. 20005

11. CAREERS IN FASHION MERCHANDISING 16mm Sound 20 min. Color. Shows the preparation and education for a wide variety of careers in this field: Fashion editor, merchandise buyers, interior consultants and fashion commentators.
    Modern Talking Picture Service
    1212 Avenue of the Americas
    New York, New York 10036

12. THE CHALLENGE OF DENTISTRY (1962) 16mm Sound 28 min. Color. Answers basic questions about the dental profession, the training and qualifications that are necessary, as well as the rewards.
    American Dental Association
    (Address #6 above)

13. CAREERS IN OCEANOGRAPHY (MN-10063) (1965) 16mm Sound 28 min. Color. Presents the challenge and adventure of oceanography and its importance to defense and economy.
    Department of the Navy
    Twelfth Naval District
    Federal Office Building
    San Francisco, California 94102

14. THE CITY LETTER CARRIER (1969) 16mm Sound 14 min. Presents the story of a day in the life of a letter carrier. Originally produced for orientation of new postal employees.
    Post Office Department
    To be requested from local post master.

15. COUNTY AGENT (1955) 16mm Sound 27 min. Color. Describes the work of a typical county agent in different localities in the country.
    Texaco Inc.
    Manager, Retail Sales
    1570 Grant Street
    Denver, Colorado 80203

16. DAY OF JUDGMENT -- PHARMACY RECRUITMENT (1966) 16mm Sound 24 min. Color. Shows the various facets of a career in pharmacy.
    Lilly and Company, Eli
    Miss A. I. Proctor
    Audio-Visual Film Library
    P.O. Box 618
    Indianapolis, Indiana 46206

17. ELECTRONICS SERVICE TECHNICIAN (1343) 16mm Sound 15 min. Color. Shows demand for qualified technicians to service TV sets, air conditioners, tape recorders, phonographs.
    Sterling Movies
    Booking Department
    43 West 61st Street
    New York, New York 10023

18. THE FLOORING CRAFTSMAN (1968) 16mm Sound 15 min. Color. Tells of the careers available as resilient flooring craftsmen.
    Armstrong Cork Company
    Mr. Clyde O. Hess, Manager
    Press Relations
    Public Relations Department
    Liberty and Charlotte Streets
    Lancaster, Pennsylvania 17604

19. THE FREEDOM TO SUCCEED (2729) 16mm Sound 23½ min. color. Shows career opportunities in food wholesaling and in operation of independently owned retail stores.
    Modern Talking Picture Service
    (Address #11 above)

20. THE GENTLE DOCTOR (S-017) 1964 16mm Sound 21 min. Tells the history of veterinary medicine.
    Association Films, Incorporated
    Executive Offices
    600 Madison Avenue
    New York, New York 10022

21. GO FISSION (1969) 16mm Sound 14 min. color. Answers many questions about careers in the atomic field.
    United States Atomic Energy Commission
    Idaho Operations Office
    Office of Public Information
    P.O. Box 2108
    Idaho Falls, Idaho 83401

22. GOOD HAND -- GOOD EYE (2400) 16mm Sound 17 min. color. Informs young men of the opportunities and educational requirements for careers in the automotive paint and body shop.
    Sterling Movies
    (Address #17 above)

23. HER CITY (1962) 16mm Sound 19 min. Describes the work of today's telephone operator.
    Bell System of Telephone Offices
    Local Bell System Telephone Business Office.

24. HORIZONS UNLIMITED (3033) 16mm Sound 28 min. color. Presents information of a wide range of rewarding careers, in medicine and allied fields. Depicts careers in rehabilitation, social work, medical technology, dietetics, and other professional careers in hospitals as well as medical office work.
    Modern Talking Picture Service
    (Address #11 above)

25. IN A MEDICAL LABORATORY (1966) 16mm Sound 28 min. color. Shows how the laboratory team -- from pathologist and professional medical technologist to cytotechnologist, laboratory assistant and histological technician -- works together to track down the causes and determine the presence of disease. Stresses the educational requirements at each level and the importance of medically approved training standards.
    American Cancer Society
    National Committee for Careers in Medical Technology
    Films available from State Divisions and local units of the
    American Cancer Society.

26. LABORS OF LOVE (MH-9437) 16mm Sound 22 min. color. Shows some of the advantages of working for the federal, state, and municipal governments. Shows work done by three employees, one in each jurisdiction.
    United States Civil Service Commission
    Denver Federal Center -- Building 20
    Denver, Colorado 80225

27. MAINSTAY OF THE MAIL (1968) 16mm Sound 14 min. color. Shows importance of well-trained maintenance personnel. Emphasizes the opportunities that exist in the field of equipment maintenance and the need that is present for trained personnel to maintain the complex mechanized equipment.
    Post Office Department
    Local Post Office

28. MEN OF ACCOUNT (S-373) 16mm Sound 27½ min. color. Tells the story of a young certified public accountant.
    Association Films, Incorporated
    (Address #20 above)

29. MEN'S HAIRSTYLING AS YOUR CAREER (1969) 16mm Sound 14 min. color. Portrays the present and future need for barbers and men's hairstylists. Shows a glimpse of in-training activities.
    National Career Center
    (Address #9 above)

30. THE NOBLE BREED (3600) 16mm Sound 13 min. Tells the story of today's firemen -- duties, problems, new image.
    Modern Talking Picture Service
    (Address #11 above)

31. ON YOUR OWN (F-311) 16mm Sound 15 min. color. Deals with computer field today. Tells how to arrange for aptitude test and where to go to prepare for the career. Among fields open to computer workers are sports, space exploration, supersonic transportation, high-altitude mapping, education, medicine and financial fields.
    Association Films, Incorporated
    (Address #20)

32. PRECISION TOOL MAKING AND MACHINING (2188) 16mm Sound 25 min. color. Tells the story of tool and die making and machining.
    Modern Talking Picture Service
    (Address #11)

33. SOME CAREERS ARE MORE REWARDING (3836) 16mm Sound 12 min. color. Shows para-medical jobs for girls working in physicians' and dentists' offices.
    Modern Talking Picture Service.
    (Address #11)

34. THAT THE PEOPLE SHALL KNOW (2870) 16mm Sound 21 min. Features six top journalists who describe their careers in the field of communication and the challenges the field offers.
    Modern Talking Picture Service
    (Address #11)

35. TOMMY LOOKS AT CAREERS -- CHEMISTRY (1226) (1966) 16mm Sound 26 min. Color. Shows importance of chemistry and the varied careers it offers: Laboratory research, chemical engineering, plant supervision, operation, and management, marketing technical writing, and teaching.
    Sterling Movies
    (Address #17)

36. A WIDER WORLD 16mm Sound 28 min. Shows the medical doctor in private practice, public health, and medical research.
    Merck Sharp & Dohme Film Library
    West Point, Pennsylvania 19486

37. YOUR CAREER IN AGRICULTURE (1960) 16mm Sound 25 min. color. Shows there are many careers in agriculture besides farming or ranching. Includes five of these careers: Forest ranger, teacher, home demonstration agent, agricultural engineer, TV farm program director.
Texaco Inc.
(Address #15)

Free 16mm films available through the Utah Department of Employment Security at 174 Social Hall Avenue, Salt Lake City, Utah 84111. Telephone: 322-1433, extension 225 or 391.

AIRLINE PILOTS 13 minutes
Shows training required and professional competency achieved.

BAKING INDUSTRY 10 minutes
Shows jobs in large modern bakery in contrast to a small retail shop.

BOWLING EQUIPMENT MAKERS 15 minutes
Shows craftsmen required in manufacturing this kind of equipment.

COSMETIC MAKERS 15 minutes
Shows general picture of mixing, bottling, and packaging cosmetics.

THE FARMER 14 minutes
Shows typical farmer at work.

FISHERY WORKERS 15 minutes
Shows tuna fishermen, cold storage facilities and processing workers.

FURRIERS 15 minutes
Shows processing, selecting, grading, cutting, and sewing of furs.

GAS WORKERS 15 minutes
Shows meter readers, maintenance men, pipe fitters, and other workers.

OIL, CHEMICAL AND ATOMIC WORKERS 15 minutes
Shows occupational skills required to operate and maintain an oil refinery.

PAINTING AND DECORATING 11 minutes
Shows inside and exterior work, as well as brush and spray gun painting; shows training and apprenticeship requirements and some of the disadvantages of the occupation.

PLUMBER 13 minutes
Shows training and skill requirements of journeyman plumbers.

RAILROAD MAINTENANCE WORKERS 15 minutes
Shows skill requirements of several occupations involved in maintenance of railroad engines, tracks, signal systems, etc.

RIFLE MAKERS 15 minutes
Shows construction of guns using metal working skills of machinists as well as hand carving and decoration of a gun.

Sources

Educators Guide to Free Guidance Materials, Ninth Edition, 1970, Educators Progress Service, Incorporated, Randolph, Wisconsin.

Catalog of Occupational Films prepared by Utah Department of Employment Security.

UNIT 4

Lesson 3

JOB TRAITS

Lesson Objective

Student will be able to explain the scope or meaning of at least 10 major characteristics (traits) of jobs in general.

Prerequisite Lessons

Lesson 1 and Lesson 2

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Vocabulary. Page 595
2. Definition of Job and List of Job Traits Worksheet. Page 596
3. Sources of Job Trait Information. Page 597
4. Additional Sources of Job Trait Information. Page 599
5. Master List of Job Trait Information. Page 599
6. Job Trait Worksheets:
    a. Education and Training. Page 601
    b. Earnings. Page 602
    c. Hours. Page 602
    d. Working Conditions and/or Job Requirements. Page 604
    e. Location. Page 605
    f. Supply and Demand. Page 606
    g. Advancement Opportunities. Page 606
    h. Personal Qualifications. Page 607
    i. Licensing, Unions, Organizations. Page 608
7. Matching Quiz. Page 609

Teacher Supplement

1. Outline of filmstrip, What Is a Job? Page 75
2. Job Traits to be Considered. Page 76.
3. A Letter to a Teenager. Page 79.
4. Tentative List of Dead End, Status Quo and Bright Future Jobs. Page 80.

Recommended Materials (Order, prepare, or examine in advance.)

1. SVE Filmstrip - What is a Job? Can be obtained separately; it is also included in the SRA W.O.R.K. Kit. $5.50

2. Booklet, Exploring the World of Jobs. SRA Junior Guidance Series, reorder no. 5-1082. This booklet has some stories about people in various jobs and broad job categories; and in these stories, various job traits which ought to be considered are emphasized. It is excellent for use with this lesson.

Recommended Materials (Order, prepare, or examine in advance.)

3. U.S. Department of Labor, Manpower Report to the President, 1969 - 1970.
4. Weaver, Glen. L., How, When, and Where to Provide Occupational Information. Published by Science Research Associates, Inc., 1960. Provides outline of important job traits on pages 27-29.
5. Filmstrip, Automation, Popular Science Audio Visuals, $6.75
6. Occupational Guidance Workbook, published by Finney. 71 pages. Contains worksheets for many job traits and for high school courses, applications, etc. Very good for junior high level.
7. Jobs and Their Environment on the Job - McGraw-Hill
8. Your Earning Power - Coronet
9. Your Job Outlook - Popular Science Audio Visuals, Inc., 1970, $6.75 Captioned filmstrip presents a point of view from which to consider career choice as it relates to job prospects for the future.
10. Preparing for the Jobs of the 70's - Guidance Associates, $35.00 This two-part sound filmstrip shows how trends and development of new products and services affect the job market.
11. Looking Ahead to a Career - by Occupational Outlook Service, U.S. Government Printing Office, 1967. A set of 36 color slides with narrative showing changing occupational and industrial mix and what it forecasts for the next decade.
12. Dutton Career Book Series - Dutton, E.P. and Company. Series describes work done, qualifications and educational requirements, salaries, and opportunities available in many contemporary fields.
13. Health Careers Guidebook - U.S. Government Printing Office, 1969, $1.75 Written for young people, describes 200 jobs in health field and gives information about education, training, and licensing requirements: salaries, working conditions, and job prospects.
14. Your Career Books - Julian Messner. Series of books offering advice and information on specific careers. Includes personal and educational requirements, guides to colleges and schools for special training, salary ranges, and growth opportunities.

Learning Activities

1. Working as a group, students should look up the definitions to the vocabulary words. Then the teacher should direct a vocabulary bee, the same as a spelling bee, to insure that the students have learned the definitions. Refer to page 595, Student Workbook.
2. Have class watch filmstrip, What Is a Job? Discuss. (You may wish to refer to the outline of the filmstrip on page 75, Teacher Supplement.)

Learning Activities (Continued)

*3. Have students, singly or in groups, fill out Definition of Job and List of Job Traits Worksheets, page 596, Student Workbook. Discuss traits they listed, as well as traits which they didn't list. Using "Job Traits to be Considered," page 76, Teacher Supplement, discuss how these traits change from job to job, what ought to be considered, etc.

4. Discuss various points made in the chapter beginning on page 16 in the booklet, Exploring the World of Jobs. Tie into your discussion of the filmstrip, What Is a Job?

*5. Examine "Sources of Job Trait Information," page 597, Student Workbook. List kits and other sources of information about job characteristics which are not included. Have students fill in sheet, "Additional Sources of Job Trait Information," page 599, Student Workbook.

Then discuss: type of information available, level of difficulty in reading and comprehension, and level of ease or difficulty in researching in various sources.

*6. Using "Master List of Job Traits," page 600, Student Workbook, have the students memorize the list for any future reference throughout the entire course. They should be very familiar with the important characteristics of any occupation. Test.

7. In conjunction with a discussion on personal qualifications, read and discuss "A Letter to a Teenager," page 79, Teacher Supplement.

8. Visit the local Employment Security Office or invite a representative to visit the class and discuss the jobs which are decreasing in demand, those steady in demand, and those increasing in demand.

9. Have each class member interview one of his parents to find out what the world of work was like when they began work. How did job opportunities differ from those of today? Students may report to the class, give a panel discussion, prepare a bulletin board, etc.

10. Ask the class members to use their imaginations and write a paper on "The World of Work in 30 Years--As I Think It Will Be." Share the papers in class, and have the students insert their own paper into their workbook. Discuss the various characteristics of these jobs and how they will differ.

11. Make a chart on the board with these headings: Dead-end jobs, status quo jobs, and bright future jobs. Ask the students to suggest jobs under each heading, keeping in mind supply and demand and job advancement. Use the "Tentative List of Dead End, Status Quo and Bright Future Jobs," on page 80, Teacher Supplement, as a guideline, if needed.

12. Invite the representative of a local union to come and describe the history of unions, need for unions, purpose of, advantages and disadvantages of, and fees of unions.

Learning Activities

*13. As groups, teams, or individuals, have students fill out the "Job Trait Worksheets," pages 601-608, Student Workbook.

*14. Have students complete Matching Quiz, Student Workbook, page 609.

TEACHER SUPPLEMENT MATERIALS

UNIT 4

Lesson 3

Filmstrip - What is a Job?

A job is anything you do which serves a useful purpose.

There are over 21,000 different kinds of jobs.

I. A job has a name and may have more than one name.

II. A job has an address.

III. A job has a personality.

  1. People, things, ideas

IV. A job has many characteristics.

  1. Abilities (numbers, words, spatial perception, finger dexterity)
  2. Education, training
  3. Physical Skills
  4. Working Conditions
  5. Advancement prospects
  6. Earnings and Benefits
  7. Licenses, Unions, Certificates Required
  8. Methods to enter work

Job Traits to be Considered

I. Nature of the Work

A. What are the workers' activities, duties, and responsibilities?

B. What kind of interests would this job involve?

II. Mental Requirements

A. Which of the following special mental abilities are required?

1. Verbal Comprehension - understanding the meanings of words and sentences.

2. Reasoning - thinking things through to form conclusions, make decisions.

3. Number ability - good in math.

4. Space ability - able to visualize how objects fit together, recognize depth ("third dimension").

5. Mechanical comprehension - understanding of how things work, cause and effect.

III. Personality Requirements

For this job will you need to be:

1. Sociable?

2. Likeable?

3. Energetic?

4. Careful about details?

5. Persistent?

6. Persuasive - able to convince people?

IV. Educational and Training Requirements

A. Kind of Education

1. Professional - college

2. Technical - apprenticeship or technical school

3. General

B. Level of Education:

1. Graduate - Master's or Doctor's degree
2. College - Bachelor's degree in Science or the Arts
3. Technical School training
4. High School
5. Less than high school

C. How do you gain admission to the various types of training? What are the entrance requirements?

D. How much will this training probably cost?

E. Will you need to be trained on the job? For how long?

V. Entrance into the Occupation:

A. Will you need a certain kind of certificate or license? Is any formal examination required? Where is it given? Any cost? Who gives it?

B. Is membership in a union or professional society required?

VI. Possible Restrictions of this Occupation:

A. Age

B. Men only, Women only

C. Race or nationality

D. Height

E. Weight

F. Physical handicaps

G. Personal appearance

H. Single, married

I. Strength

VII. Working Conditions

A. Physical Conditions

1. Hours of work
2. Amount, if any, of overtime
3. Is the work especially heavy in any particular season?
4. Is the work done indoors or out of doors?

   5. Kinds and amount of physical activity
      a. Sitting, standing, walking, traveling
   6. Tools or machines involved.
   7. Quiet or noisy; cold or hot; clean or dirty.
   8. Any physical hazards

B. Other Conditions
   1. Pressure - are you working against time, always rushed?
   2. Is the work highly routine or varied?
   3. Do you need to be creative?
   4. Does the job change frequently?
   5. Will you be working alone or with others?
   6. Will you be on your own, supervised or in charge of supervising others?
   7. Does this job deal mainly with people, things, or ideas?

VIII. Supply and Demand of Workers
   A. How many workers are needed now? How many will be needed in the future? What are the opportunities for employment/competition?
   B. Does the demand vary according to the season or area of the country?

IX. Income, Promotion and Security
   A. Beginning salary
   B. Salary after 1 year; after 5 years
   C. What are the possibilities for promotion?
   D. How easily could you transfer from your occupation to a related occupation? What are some related occupations? Would you need additional training?
   E. How secure is your job?
   F. Paid vacation, sick leave, retirement plan
   G. Age of retirement

A Letter to a Teenager

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe by now you believe that kids out of high school can't find work. But, I hired a teenager today. You saw him. He was the one with the polished shoes and a necktie. What was so special about him? Not experience; neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire people aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune to our wave length.

Ever heard of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem, and President Johnson's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm saying, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Look Kid: The only time jobs grew on trees was while most of the manpower was wearing GI's and pulling KP. For all the rest of history you've had to get a job like you get a girl: "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him. For both our sakes, get eager, will you?

Ronald E. Wood, Editor
Automatic Machinery

Tentative List of Dead End, Status Quo and Bright Future Jobs

Dead End Jobs

- Aircraft-Assembly Workers
- Appliance Assembly Worker
- Automobile-Body Repairman
- Bank Worker (Clerical)
- Bookkeeper
- Brokerage Margin Clerk
- Coal Miner
- Court Reporter
- Ditch Digger
- Electri-Power-Assembly Worker
- Elevator Operator
- Farmer, Farm Worker
- Foundry Worker
- Grocery-Store Owner, Clerk
- Machine-Tool Operator
- Mail Clerk
- Meter Reader
- Packing Plant Worker
- Painter
- Watchmaker
- Railroad Dispatcher
- Railroad Maintenance Worker
- Service-Station Attendant
- Unskilled Worker

Status Quo Jobs

- Accountant
- Advertising Man
- Airline Pilot
- Automobile Mechanic
- Bank Management
- Chemical Worker
- Farm-Machinery Production Worker
- Hotel & Motel Managers
- Instrument Maker
- Mail Carrier
- Personnel Manager
- Policeman
- Public Relations
- Repairman
- Salesman
- Travel Agent
- Truck Driver
- Pharmacist
- Purchasing Agent

Bright Future Jobs

- Aerospace Engineer
- Athletic Director
- Attorney
- Chemical Engineer
- Communications--Equipment Installer & Service Worker
- Computer Operator
- Data-Processing-Systems Analyst
- Doctor
- Economist
- Electrician
- Industrial Engineer
- Insurance Actuary
- Mathematician
- Metallurgist
- Plastics Worker
- Writer and Editor
- Operations Researcher
- Dentist
- Marketing Research Worker

Refer also to: Careers and Occupations, published by Webster Division/ McGraw-Hill. Chapter 4 - "Tomorrow's Jobs."

UNIT 4

Lesson 4

BROAD OCCUPATIONAL FIELDS

Lesson Objectives

Student will learn to identify the meaning of "Broad Occupational Fields" and the ways in which jobs are grouped into various fields.

Student will learn the characteristics of at least 10 broad occupational fields and some of the jobs which are grouped under each field.

Prerequisite Lessons in This Unit

Lesson 1, Lesson 2, and Lesson 3

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Vocabulary. Page 611
2. Worksheet 1. Page 612 (Deals with what broad occupational fields are and how jobs are placed into various broad occupational fields.)
3. Analysis of Occupational Fields. Page 613
4. Broad Occupational Fields Chart. Page 614. A sample chart which helps the students know where to go for information about several occupational fields. On the chart the column headed "Folder No." refers to special folders which were made as starter sets in helping the student learn about that broad occupational field.

Teacher Supplement

1. Broad Occupational Fields or Job Families. Page 88. An explanation of the meaning of broad occupational fields, job families, etc.
2. Sample Guidance Test on Broad Occupational Fields. Page 89. This test was designed to test students on the films they had seen in connection with this unit.

Recommended Materials (Order, prepare, or examine in advance.)

1. SRA W.O.R.K. Kit Filmstrip, What Are Job Families?

2. Introduction to Vocations by H.E. Beam and J.R. Clary. Teacher's Guide. A Chronicle Guidance Publication. Contains units, among others, which explore manual, mechanical, lerical, sales, service, professional, technical and managerial occupations. Gives film references. Additional learning abilities, especially for intensive study of each occupational field. $3.50.

3. A Man's Work - McGraw-Hill Films. Consists of 100 on-the-job interviews (on records) with men talking about their jobs.

Recommended Materials

4. SRA Job Family Series. In the front of each booklet is a section entitled, "A Word About Job Families." This section discusses job families, especially as related to the subject of each particular booklet. The test of each booklet discusses jobs related to that one particular field or job family. A chart on facts about jobs in that field is also included for purposes of comparison.

5. SRA Job Experience Kit. This kit gives an excellent introduction to several popular jobs through simulated experiences. Very popular among the students.

6. Chronicle now publishes special brief packets which contain selections of Chronicle's occupational briefs, available in 28 different combinations. They include industry groups and interest areas. These are excellent broad occupational field groupings of individual occupations. Content analyses of the packets are available on request. Should you obtain these content analyses, you could use the groupings to regroup your Chronicle Kit into job family groupings.

7. In Appendix E, page 277, is a section entitled, "Broad Occupational Fields and Job Families Distinguished in Various Publications. Here you will find several occupational fields defined, as well as the job families available in several selected publications. Your library may contain other sources of information about occupational fields which you would like to add to this list.

   This list may aid you, the teacher, to decide how many occupational fields you would like to deal with in your class, and what are some methods of classification used by several publications.

8. U.S. Office of Education has tentatively identified 15-17 Job or Occupational Clusters, and identified jobs within each cluster. Contact Utah State Department of Education for further information.

9. Occupations and Careers, published by Webster Division/McGraw-Hill. Part II - "Exploring the Occupational World" has good information on 8 broad occupational divisions: Professional and Technical Occupations, Administrative and Managerial Occupations, Clerical Occupations, Sales Occupations, Service Occupations, Agricultural Occupations, Skilled Trades, and Operatives and Laborers.

10. Vocational Guidance Manuals, published by Vocational Guidance Manuals. Over 60 occupational fields are covered in separate volumes.

11. Careers Series - Doubleday and Company
    - Agri-Business
    - Clerical
    - Communications
    - Construction
    - Education
    - General Service
    - Government Service
    - Health Service
    - Leisure Industries
    - Making a Choice
    - Mechanical
    - Sales
    - Technicians

Recommended Materials (Continued)

12. Careers (Series) Tapes Unlimited: Gordon Flesch Company, 1970 $8.50 for set of 12; $7.50 each. Series provides a study of 12 major industries, giving the student a broad outlook before committing himself to a course of study. Includes opportunities in:
    - Construction
    - Distribution
    - Education
    - Graphic Arts
    - Health Service
    - Hotels, Motels, Restaurants
    - Industries
    - Law
    - Mass Communication
    - Security & Protection
    - Selling
    - Transportation

13. Exploring the World of Work - Valient IMC. This series of tapes or cassettes focuses on the interest areas of the Kuder Vocational Preference Record.

14. Careers Series - Doubleday and Company. A series of films providing information on opportunities in job families.

15. Vocations in Agriculture - Ferguson, J. G. Publishing Company, 1965, 15 min., 16 mm. film illustrates the broad range of vocational opportunities in agriculture and related fields.

16. What Are Job Families? & What is a Job? (From Foundations for Occupational Planning series) Society for Visual Education

17. World of Work Series - Edu-Craft, Inc. Grades 7-9 series contains 26 color-sound filmstrips on advantages, disadvantages, opportunities for advancement, educational requirements, etc., of eleven basic occupational clusters.

18. Films and Film Loops - Encyclopedia Britannica Educational Corporation. 8 mm. film loops on job opportunities in transportation, communcations, dentistry, sales and service occupations; and 16 mm. films on personal, social, social, school, and vocational guidance.

19. Jobs in the Health Field - State Employment Service Agencies or Louis De Rochemont Associates, 1967, $43.00 or Free Loan. 11 min. color film on health careers, highly recommended by NVGA.

20. Careers and Science - Popular Science

21. Careers Series - Educational Dimensions. Sound filmstrips on careers in fashion design, drafting, fine arts, television, photography and art careers in advertising.

22. Health Careers - Lawren Productions, Inc. Four filmstrips to introduce allied health careers; with records and/or tapes.

23. Careers at Sea - Imperial Productions, Inc. Four tapes or cassettes on-the-job interviews which give an insight into the major requirements for a career at sea.

24. Opportunities in Retailing Span the Centuries - Merchandiser Film Productions. An 11 minute tape presenting the challenges and benefits of a career in retailing.

Learning Activities

1. Quiz students on vocabulary. Page 611, Student Workbook. They may work as groups to look up, and study the vocabulary words.

2. Show filmstrip, What are Job Families, and discuss. Have each student write a paragraph about what he feels is a job family and list four examples of job families.

*3. Having read "Broad Occupational Fields or Job Families," page 88, Teacher Supplement, discuss with the students its contents. Ask them to list ways in which jobs are grouped together (Example: on the basis of industry, interests, skills, etc.). Discuss and give examples of how one job may belong to several job families.

4. Decide as a class on 10 to 25 or more broad occupational fields which you would like to explore (Appendix E, page 277, "Broad Occupational Fields and Job Families Distinguished in Various Publications" may help give you ideas as to the job families which are presently distinguished.)

*5. Have the students complete Worksheet 1, page 612, Student Workbook.

6. Show films and filmstrips dealing with occupational fields. (See Appendix A, page 175, "Resources: Materials and Ideas" for some sources of free films. See also Introduction to Vocations, listed under Recommended Materials for this lesson.)

   If you desire to test the students on this material, see Sample Guidance Test on Broad Occupational Fields, page 89 , Teacher Supplement.

7. Assign each group in the class to present a bulletin board dealing with different occupational fields.

*8. Divide the students into several groups. Let the groups compete to see which can identify the most occupations of a specific occupational field within a certain time period. You may wish to do this with each occupational field.

9. Have the students examine want ads and classify the jobs into various categories according to occupational field represented.

*10. For each occupational field discuss with the students:
   a. Contribution and importance of the occupational field to our society.
   b. Potential satisfaction each field might offer the student in terms of interest, ability and values.
   c. Specific requirements and skills needed for success in this field (list common skills among the jobs for each field.)
   d. Type of work performed.
   e. Education and training required and other outstanding characteristics of each particular occupational field.

Learning Activities (Continued)

11. In each field, attempt to give students some first-hand experience with the type of skills involved in that field. For example:
    a. Mechanical - have students in a circle assemble nuts and bolts, piecemeal, measure and saw wood, knit or sew, use portable machinery, repair household items, do lathe work, etc.
    b. Semi-Skilled - press clothes, learn and use common tools, etc.
    c. Sales - give 2 minutes sales talk on invented items, set up a business (such as selling pencils or other school supplies, or selling and distributing good behavior tokens, or a make-believe store, etc.)
    d. Clerical - set up exercises in indexing and filing, learn to operate office machines, keep records.
    e. Professional - arrange a mock trial, role-play several jobs, demonstrate uses and jobs connected with microscope, edit themes for a class, write an occupational newspaper, etc.

    Other ideas are mentioned in Introduction to Vocations, described under Recommended Materials for this lesson.

12. Have students each work through at least four jobs in different fields from the Job Experience Kit, listed under Recommended Materials in this lesson.

*13. Using "Broad Occupational Fields Chart," page 614, Student Workbook, as a resource which relates where material about various occupational fields may be found, have the students complete the "Analysis of Occupational Field," page 613, Student Workbook.

    Depending on the time you wish to spend on this section, you may wish each student to do several sheets, or each student do one sheet and report to the class, or whatever is appropriate to your situation.

14. Have each student develop a personal occupation kit or a section in their notebooks on each occupational field.

TEACHER SUPPLEMENT MATERIALS

UNIT 4

3

Lesson 4

BROAD OCCUPATIONAL FIELDS OR JOB FAMILIES

With over 23,000 different jobs in the United States, it would be difficult for you to consider a good portion of the job possibilities in depth. Yet, before you decide what you are going to do for a living, you ought to find out about as many jobs as you can, because you will probably hold several jobs in the course of your working career.

You should become acquainted with the types of occupations that exist. You will find, as you study further, that many jobs have something in common; they are related in some way. Perhaps they:

--Are in the same industry (chemical, automobile, oil, etc.)
--Require similar training (apprenticeships, college, technical, etc.)
--Involve similar activities (working with people, ideas, things)
--Satisfy similar interests (sports, art, flowers, etc.)
--Demand similar skills (drawing, strength, speech, etc.)
--Are in the same location. (sea, mountains, plains, etc.)

Jobs, when they are grouped together, are called occupational fields, clusters, vocational fields, job families, career groups, and many other names. They all mean a group of jobs which are related in some way. Frequently, however, a "field" is a broader classification than a "family." A "field" may contain several job "families." For example, the broad occupational field "Professional" may contain the following job families: engineers, sciences, medical and health, education, law, art and entertainment, and administrative. You need not, however, become greatly concerned over this distinction except when considering the organization of various occupational kits.

Exploring many job families is a good way to plan your future occupation. Young people often decide to follow one career when they might have made a better choice had they known about the opportunities and attractions of other career fields. Don't let the fact that you have never heard of a particular job field before--or never stopped to think about it--keep you from considering it. The best plan is to become acquainted with the whole range of occupations before making a tentative career choice.

In your exploration, you will discover that one job may belong to several different job families, depending on which way you are relating the jobs. Several systems have been worked out for classifying occupations into groups, and you will learn some of these groupings. You may also desire to invent your own way of classifying jobs; a way which fits best into your needs and desires.

Name ________________________ Period ________

SAMPLE GUIDANCE TEST OF BROAD OCCUPATIONAL FIELDS
(Based on occupational films we saw as part of this lesson.)

Multiple Choice

_____1. If you were working in the Clerical Field you would be a:
a) Sales Clerk b) Mechanic c) Minister d) Doctor

_____2. In which of the broad occupational fields would require the greatest amount of education? a) Technical b) Professional c) Skilled d) Transportation

_____3. In which of the following would you be dealing mainly with people?
a) Bench Work b) Industrial c) Military d) Service

_____4. In which way do drugs save you money?
a) save you money in hospital costs.
b) they are more powerful so you need fewer
c) costs have gone down 50% in the last 10 years.

_____5. A pharmacist deals with which of the following?
a) drugs
b) drugs and advice
c) drugs, people, and medicine
d) drugs, medicine and advice

_____6. The aqua lung is used:
a) when it is okay if air bubbles show
b) at shallow depths
c) at great depths
d) both a and c
e) both a and b

_____7. U.D.T. stands for:
a) Underwater Diving Team
b) Underwater Demolition Teams
c) Underwater Deepsea Training
d) Undersea Demolition Training

_____8. A candy-stripper is most closely connected with what profession?
a) doctor
b) pharmacist
c) saleslady
d) nurse

_____9. A jet mechanic should have the following training?
a) Air Force experience
b) High school plus special training
c) Apprenticeship

____10. Which two of the following occupations were mentioned in the film "No Limit to Learning"?
a) farmer
b) accountant
c) photographer
d) graduate student in languages
d) industrial designer

____11. Which of the following was the advice given by students in the film "Your Career in Agriculture."
- a) Make up your mind about the ninth grade.
- b) Get all the education you can then specialize.
- c) Be well-rounded--work with animals and crops.

____12. You could describe the career of a Carrier Pilot as:
- a) tension-filled
- b) noisy
- c) exacting
- d) having a sense of achievement
- e) all of the above

____13. Which of the following names below are connected with the history of doctors? (Name two)
- a) Hippocrates
- b) Socrates
- c) Andres T. Still
- d) Horace C. Mann
- e) Elephius

____14. The particular type doctor talked about in the film "American Doctor" was?
- a) Surgeon
- b) General practitioner
- c) Osteopath
- d) Chiropractor

____15. Which of the following should not be included in the list?
- a) Nurse
- b) Lab Technicain
- c) Secretary
- d) Doctor

____16. Which of the following fields would require more muscular type work than the others?
- a) Medical-Health
- b) Sciences
- c) Unskilled
- d) Clerical

____17. With what broad field would we be concerned if we wanted to be a Veterinarian?
- a) Fishing, forestry, agriculture and related.
- b) Technical
- c) Skilled
- d) Sales and Related

____18. In which broad field would you be most likely to work shift work?
- a) Professional
- b) Sciences
- c) Service
- d) Manufacturing

19. Service occupations may be divided into two types______________ and ____________.

20. When we talk about broad occupational fields, we are talking about jobs that are__________________.

UNIT 4

Lesson 5

JOB ANALYSIS

Lesson Objective

Given any job title, student will be able to analyze the job's specific characteristics or traits.

Prerequisite Lessons in This Unit

Lesson 1, Lesson 2, and Lesson 3

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Job Trait Research Sheet. Page 617
2. Sample Job Analysis Sheet. Page 618
3. Job Interview Questions. Page 619
4. Sample Contract. Page 620
5. Student's Instructions for Job Experience. Page 621
6. Student's Guide. Page 622

Teacher Supplement

1. Cooperating Employer's Guide. Page 96.
2. Student Rating Sheet. Page 96.

Recommended Materials (Order, prepare, or examine in advance.)

1. It's Up to You. A guide to a career in life and health insurance. available free from: Educational Division, Institute of Life Insurance, 277 Park Avenue, New York, New York 10017.

2. How to Study Occupations - Popular Science Audio Visuals, $6.75. Captioned filmstrip covers prospects and job qualifications for various kinds of work and methods of investigation.

3. Guidance Booklets - General Motors Corporation. Materials on careers as craftsmen, draftsmen, mathemtaticians, engineers, scientists, technicians, office workers, and automotive businessmen. Also materials on self-analysis, planning for college, opportunities for the college graduate, and the future.

4. So You Want To Be: Series - Harper and Row, Publishers, $4.43 Series of books on specific occupations.

Recommended Materials (Continued)

5. Health Careers Guidebook - U.S. Government Printing Office, 1969, $1.75 Written for young people, describes 200 jobs in health field and gives information about education, training, and licensing requirements, salaries, working conditions, and job prospects.

6. Your Career Books - Julian Messner. Series of books offering advice and information on specific careers. Includes personal and educational requirements, guides to colleges and schools for special training, salary ranges and growth opportunities.

Learning Activities

*1. Have students fill out "Job Trait Research Sheet," page 617, Student Workbook. Use a worksheet and help students wherever they have trouble.

2. Have students fill out "Sample Job Analysis Sheet," page 618, Student Workbook. Have them do an anlysis on several jobs. For example, they could prepare short reports on ten Junior Occupational Briefs from SRA's W.O.R.K. Kit. Here is an example of a very brief report:

Example: CARPENTER

Abilities and Knowledge - Accuracy, ability to plan work sequence, mechanical aptitude, form perception, manual dexterity.

Interests - In working with handtools and with wood.

Personal Qualifications - Dependability, ability to work alone and with others.

Physical Capacities - Medium work, physical agility and strength required for some jobs.

Working Conditions - Exposed to elements when working outside. May be noisy from operating machinery. Dirty from handling lumber.

Educational Requirements and Training Time - High school graduation recommended, plus 4-year apprenticeship or on-the-job training.

3. a. Break students into groups. Have them prepare a list of questions (at least 10) which they would ask in order to gain information about a job. Each group should choose a representative to present their list to the class. As each list is presented, the questions, but not the duplicate questions, should be written on the board. A final list should be agreed upon by the class, copied, and used by each student in his interview with an adult. Results of interviews should be presented to the class orally or handed in via written reports. (Use Job Interview Questions, page 619, Student Workbook, as a guide, if necessary.)

   *b. Have students, using their list of questions, interview an adult on his occupation, and report on the interview either orally or in a written report. Before sending students out on the interview have them roleplay in pairs, such an interview.

Learning Activities (Continued)

4. Incorporate Learning Activities 1, 2, and 3 into an individualized unit. Students may fill out a contract (See Sample Contract, page 620, Student Workbook) and sign it before beginning any portion of the work. In order to choose the occupations to be studied, it is frequently helpful if the students read through a list of occupations and write down the names of the occupations they are interested in analyzing.

*5. Have students go to work with an adult for one to two hours. This could be done before, after, or during school. Contact employers in advance. During this time the student should be observing and asking questions, and be prepared to report, orally or written, on the experience. Tentative sheets developed in connection with this learning activity are the following:

    Student's Instructions for Job Experience, page 621, Student Workbook.
    Student's Guide, page 622, Student Workbook.
    Cooperating Employer's Guide. page 96 , Teacher Supplement.
    Student Rating Sheet, page 96 , Teacher Supplement.

6. As a group, have students decide on an obscure, or little understood, occupation which they would like to present to the rest of the class. They may wish to make posters, handouts, tape-record an interview, role-play, invite a guest speaker, etc. One criterion of grading may be the number of job traits about which information is given.

7. Write a new occupational title on the board each day. Conduct an inquiry lesson in which the students attempt to find out the traits of the occupation.

8. Have each student choose a fictional character, such as L'il Abner, Peanuts, Scrooge McDuck, Johnny Appleseed, Winnie the Pooh, etc., and write a job description of their choice.

TEACHER SUPPLEMENT MATERIALS

UNIT 4

Lesson 5

COOPERATING EMPLOYER'S GUIDE

We would hope that most of the areas below would be covered.

1. Generally acquaint the student with your job.
2. Tell the student about any special training or abilities necessary to perform this line of work.
3. How much schooling, above high school, is necessary to perform this job effectively?
4. Is the possibility for financial rewards quite good. (Don't be too specific.)
5. If it is possible, let the student perform some of the functions related to your job.
6. Please don't let the student be discourteous.
7. If the student is disrespectful send him back to school (if during school hours) or home if other than school time.
8. Please fill out the Student Rating Sheet as accurately and completely as you can. Please do not give this to the student, just place it in the envelope and drop it in the mail.

STUDENT RATING SHEET

Employer's Name ____________________ Student's Name ____________________

	YES	NO
1. Did student seem to show a genuine interest in your job?	☐	☐
2. Was student courteous?	☐	☐
3. Did student pay attention to instructions?	☐	☐
4. Was student's dress appropriate?	☐	☐
5. Was student on time?	☐	☐
6. Did student leave as soon as his appointment was over?	☐	☐
7. Did student listen to answers to his questions?	☐	☐
8. Did student have an opportunity to take part in your job?	☐	☐
9. If the answer to number 8 is yes, did he do his best?	☐	☐
10. Was there any negative behavior?	☐	☐
11. Were you generally satisfied with his performance?	☐	☐

Comments: (If you care to make any.)

Unit 5

Educational Levels

UNIT 5

EDUCATIONAL LEVELS

Unit Objective

The student will be able to identify four different educational levels which are available to him, the nature and purpose of each, the jobs toward which each can lead, and tentatively assess what each offers him in terms of his possible vocational choices.

Prerequisite Units

Unit 1, Unit 2, Unit 3, Unit 4

Lesson and Lesson Objective — Page Number

Lesson 1 - Less Than High School.................................. 99

Objective: Student will distinguish the nature and purpose of the educational level of less than a high school education and the types of jobs available at that level.

Lesson 2 - High School Graduate.................................. 106

Objective: Student will distinguish the nature and purpose of the educational level of high school graduate and the types of jobs available at that level.

Lesson 3 - Technical Training.................................. 113

Objective: Student will distinguish the nature and purpose of the educational level of high school plus technical training (includes apprenticeships, etc.) and the types of jobs available at that level.

Lesson 4 - College.................................. 116

Objective: Student will distinguish the nature and purpose of the educational level of bachelor's degree or beyond and the types of jobs available at that level.

(continued on next page)

Lesson 5 - Educational Levels and Choice........................ 118

Objective: Student will investigate what each educational level can offer him in terms of his own vocational choices.

Lesson Sequence

Levels

A	B	C	D
Lesson 1	Lesson 2 Lesson 3 Lesson 4	Lesson 5	

UNIT 5

Lesson 1

LESS THAN HIGH SCHOOL

Lesson Objective

Student will distinguish the nature and purpose of the educational level of less than a high school education and the types of jobs available at that level.

Prerequisite Lessons in This Unit

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Charts on Selected Careers Related to Various Subjects*
    - a. Selected Careers Related to Agricultural Science. Page 624
    - b. Selected Business and Distributive Careers. Page 625
    - c. Selected Careers Related to English and Language Arts. Page 626
    - d. Selected Careers Related to Foreign Languages. Page 627
    - e. Selected Careers Related to Home Economics. Page 628
    - f. Selected Careers Related Industrial Education. Page 629
    - g. Selected Careers Related to Mathematics. Page 630
    - h. Selected Careers Related to Music. Page 631
    - i. Selected Careers Related to Science. Page 632
    - j. Selected Careers Related to Social Studies. Page 633
2. Worksheet on Careers Related to School Subjects at Four Educational Levels. Page 634

Teacher Supplement

1. Utah Job Guide publication, "School Dropout Data." Page 104.

Recommended Materials (Order, prepare, or examine in advance.)

1. Poster on Dropouts. Prices from $1.95 to $3.33 for about 9 posters, colored or uncolored. Published by Jon Kennedy Cartoons.
2. There are currently being manufactured many films, filmstrips and records dealing with dropouts. Some which we have used are:
    - a. "Dropping Out: Road to Nowhere." A kit consisting of two filmstrips and two records. Cost: about $45.00. Published by Guidance Assoc.
    - b. "Drop-Out or Drop-In." A filmstrip. Cost: $6.75. Published by Popular Science Audio-Visual.
    - c. "Four Who Quit." A filmstrip with cassette. Cost: $39.00. Published by Guidance Associates.

* These charts will also be used in the next four lessons.

Recommended Materials (Continued)

3. Resource persons from your area--people who hire dropouts.

4. Careers and Occupations. Published by Webster Division/McGraw-Hill. Contains in its appendix, charts showing jobs for four levels of training: less than high school, high school, junior college, technical or other specialized training, and college education. Occupation; number employed, qualifications and training; and employment opportunities and trends are all shown.

5. World of Work Series - McGraw-Hill Films. This series of sound filmstrips covers a variety of entry occupations that require little or no training.

Learning Activities

1. Quiz the students on the meanings of: routine, dropout, and unskilled.

*2. Show filmstrip and records, filmstrip, filmstrip and cassette presentations: "Dropping Out: Road to Nowhere," "Drop-Out or Drop-In," or "Four Who Quit." Discuss. This is an excellent opportunity to illustrate the decision-making process. Let students draw their own conclusions from the presentations. Ask what alternatives there might have been; what decisions led to what consequences; what did persons, at time of decision, value most? Write down the choices of the persons in the films and the values involved. Ask students value questions which are related and let them express themselves.

3. Invite dropouts from the prison to come and speak to your students. (A good example of a person choosing the "road to nowhere.") Conduct a discussion similar to that above.

*4. Have each student go to the occupational lab and search out at least two jobs which are for those with less than a high school education. Have the students name the jobs they found and list them on the board. Then have the students, working in small groups, discuss and write down the major characteristics of all these jobs. (You may want to write on the board the 10 major characteristics discussed in Lesson 3, Job Traits.) (Use sheet in Student Workbook, "Skilled, Semi-Skilled, Unskilled Jobs, on page 636.)

*5. For learning activity 4, above, and the next succeeding 4 lessons, teach the students to use the Charts on Selected Careers Related to Various Subjects, beginning on page 624, Student Workbook. Have the students fill out the Worksheet on Careers Related to School Subjects at Four Educational Levels, page 634, Student Workbook. (Note: Each of these educational levels will be considered in this lesson and the next three lessons.)

6. Invite various persons who do hire those with less than a high school education to come and discuss the type of jobs, conditions, pay, advancement, etc. Some examples of person to invite to speak are: department store manager, foreman of sewing machine operators, owner of construction company, etc. Have them discuss both advantages and disadvantages, responsibility involved, routineness or creativity involved, etc.

Learning Activities (Continued)

7. Have students write a short paper in which they describe a person, from their imagination, who has less than a high school education. They should orient their story around the person's occupation.

TEACHER SUPPLEMENT MATERIALS

UNIT 5

LESSON 1

SCHOOL DROPOUT DATA

A national study of the school dropout problem and its impact on the labor market h been conducted by the Bureau of Labor Statistics of the U. S. Department of Labor. Most dropouts, it was determined, are leaving high school in their sophomore and junior years.

Of the nearly 8 million young men and women, ages 16-21, in the U. S. labor force, some 3 million (about 38%) had not completed high school. The percent of these by sex and year of school last attended are shown in this table:

Sex of 16-21 year old	7th & under	Last year of school attended 8th	9th	10th	11th	12th
Total	10.8	12.1	19.8	24.3	25.1	7.9
Male	12.8	12.7	22.0	22.4	22.8	7.3
Female	9.1	11.6	18.0	25.9	27.0	8.4

During the ten-year period between 1965 and 1975, the U. S. Bureau of the Census expects the percentage of young people to earn a college degree will increase from 14 to 16 or 17%. While most young workers now have more education than their parents upon entering the labor force, the "dropouts" are finding themselves at considerable disadvantage.

Many employers use the high school diploma as a screening device when hiring new employees. The vacant position may or may not require such knowledge, but the employer is concerned about the worker's maturity, learning ability and potential for advancement among other things.

In a highly competitive labor market where even the high school graduate often needs additional schooling and training to meet minimum employment specifications or employer requirements for advancement, the dropout may lack the basic ingredients of employability.

Unemployment data developed during recent years, nationally and locally, point to the likelihood of dropouts experiencing job loss more frequently and for longer periods of time than a high school graduate of their same sex and age.

Aside from the loss of earnings, the dropout will experience during a working lifetime, there are other benefits of a formal education that will put them to a disadvantage. The educated person not only earns more in his or her chosen vocation, but also has the satisfaction of cultural enrichment and social advantage frequently unobtainable for the school dropout.

Unemployment rates are more than twice as great for the dropout as for other young people in the under 25 years of age work group. At a time when all groups of young people are experiencing greater unemployment than the average for the total work force, the dropout has the most difficulty in locating employment.

Young people seeking a toehold in the labor force often have problems selling themselves to prospective employers simply because they lack relevant working experience. In addition, they must compete for the available positions with other people who may have had not only more experience, but also a better education.

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A recent tabulation by the U. S. Department of Labor's BLS shows the rate of unemployment as of March 1965 for various groups of 18-24 year old people by years of school completed.

Less than 4 years of high school	15.6%
Four years of high school (graduation)	7.7%
Less than 4 years of college	6.4%
Four years or more of college	4.2%

The same research techniques were applied to a representative portion of the U. S. labor force in the 25-54 year old segment of the population with the following results:

Less than 4 years of high school	5.8%
Four years of high school (graduation)	3.1%
Less than 4 years of college	2.5%
Four years or more of college	1.2%

The lower unemployment rates for the adult group still show a high incidence of unemployment. The 5.8 to 3.1 ratio is in almost the same proportion as the 15.6 to 7.7 in the youth group. The school "dropout" is definitely at a disadvantage in today's search for employment security.

The big question is what to do about the would be or potential worker whose educational attainment is less than the minimum acceptable standard specified by the employer with current job openings. Are there jobs that he can do? And are there employers who will hire him? What are the jobs that can be expected? Will employers or vocational schools provide the additional training needed?

New vocational courses are being added to curricula each year as need for such training is demonstrated. Many progressive employer establishments are organizing training programs to more quickly and efficiently orient new employees to their respective duties, tasks and responsibilities.

The local employment office has information on the labor needs of many of their local area employers. They can administer aptitude and other tests to help you determine the kind of work you can do best. They will assist you to plan for a work career of greatest interest and reward for your activity.

WHERE CAN YOU GO FOR MORE OCCUPATIONAL AND CAREER GUIDANCE INFORMATION?

Any of Utah's twelve public Employment Security Offices will welcome your inquiry. Their locations are shown on the face of this job guide or in your local telephone directory. The Occupational Outlook Handbook, published by the Bureau of Labor Statistics of the U. S. Department of Labor, Washington 25, D. C. furnishes an interesting discussion of a number of occupations.

The librarian at your public or school library has printed materials on most of the occupations which you may wish to read. The vocational counselor at your school or public Employment Security Office, will help you secure information on immediate jobs and long range careers. Be sure to get all the facts then make a wise choice of work goals and lifetime careers.

UNIT 5

Lesson 2

HIGH SCHOOL GRADUATE

Lesson Objective

Student will distinguish the nature and purpose of the educational level of high school graduate and the types of jobs available at that level.

Prerequisite Lessons in This Unit

Lesson 1

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Charts on Selected Careers Related to Various Subjects. Pages 624-633.
2. "Advantages of a High School Education." Page 638

Teacher Supplement

1. "Vocational Education Graduates Vindicate Curriculum." Page 110 This article was extracted from the Department of Public Instruction Newsletter, Volume 10, Number 8, Commonwealth of (Harrisburg) Pennyslvania, February, 1966.
2. Utah Job Guide's "Employment for the 1966 Utah High School Graduate." Page 111.

Recommended Materials

1. Resource persons from your city--employers of high school graduates.
2. Employment Opportunities Series - Avid Corporation, Instructional System Division. Series helps students become aware of a variety of non-professional opportunities for high school graduates.
3. World of Work Series - McGraw-Hill Films. This series of sound filmstrips covers a variety of entry occupations that require little or no training.
4. Planning Beyond High School - Valient IMC. This series of six records, tapes or cassettes helps the student investigate the broad range of alternatives open to him after he graduates from high school.
5. Aim High Library - Richard Rosen Press, Inc. Series of career information books for those not planning post-high school education.
6. Job Guide for Young Workers - U.S. Government Printing Office, 1969-70, $1.50. Presents highlights on entry jobs or fields of work frequently held by young people leaving high school. Includes tips on how to get a job.

Recommended Materials (Continued)

7. *Job Reviews* - National Association of Manufacturers. Booklets provide information on entry jobs not requiring more than a high school diploma.

8. *Careers Without College* - Wisconsin State Employment Service, Free Booklet discusses the world of work and several occupational fields not requiring a college education.

Learning Activities

*1. See Learning Activity number 4, Lesson 1 - Less Than High School. This same learning activity may be done in this lesson and the succeeding two lessons. You may wish to combine some lessons and have half the students looking for jobs with less than a high school education, and the other half looking for jobs which require a high school diploma. Then proceed as outlined in the rest of the learning activity 4, in Lesson 1 - Less Than High School.

*2. Using the Charts on Selected Careers Related to Various Subjects, Student Workbook, pages 624-633, have the students compare the educational level, *high school graduate*, with the educational level, *less than high school*, and see what differences between the job characteristics they are able to discover.

3. Invite various employers to discuss why they hire high school graduates, for what jobs, etc.

4. Have students in the various types of courses (college prep., vocational, general) at the high school come and talk to the students about their courses of study, why they plan on graduating from high school, etc.

5. Have the students list and discuss the advantages of a high school diploma. You may wish to first read one or more of the articles, "Advantages of a High School Education," page 638, Student Workbook; "Vocational Education Graduates Vindicate Curriculum," page 110 , Teacher Supplement; "Employment for the 1966 Utah High School Graduate," page 111 , Teacher Supplement.

TEACHER SUPPLEMENT MATERIALS

UNIT 5

LESSON 2

VOCATIONAL EDUCATION GRADUATES VINDICATE CURRICULUM

Vocational education received an unusual achievement rating in a recent report of the American Institutes for Research, Pittsburgh.

The non-profit, behavioral science organization has just completed the first phase of its study on "The Process and Product of High School Level Trade and Industrial Vocational Education in the United States."

Supported by funds from the Ford Foundation, the completed phase of the study surveyed the post-high school occupational and education experiences of 10,000 vocational and 3,000 academic graduates selected from 100 high schools located in 38 states. The graduates ranged from two to eleven years out of high school. These are the major findings to date:

1. Vocational graduates get their first full-time job after graduation much quicker than do academic graduates. The average time to get a first full-time job for vocational graduates is less than six weeks. Fifty per cent get their first full-time job within two weeks after graduation.

2. Vocational graduates enjoy substantially greater employment security than do academic course graduates without college education. The median 1953-1958-1962 graduate was 95 per cent fully employed.

3. Vocational graduates have greater accumulated earnings over the eleven-year period covered by the survey than do academic course graduates with no college education.

4. About 50 per cent of the vocational graduates enter into the trades for which trained or highly related occupations. Another 15 per cent enter occupations that are somewhat related to the trade studied in high school.

5. The percentage of vocational graduates who enter the trades for which trained rises and falls with the general level of the U.S. economy. In the recession year of 1958, only 28 per cent of the graduates entered the trades for which they were trained.

The above article was extracted from the Department of Public Instruction Newsletter, Volume 10, Number 8, Commonwealth of (Harrisburg) Pennsylvania, February, 1966.

EMPLOYMENT FOR THE 1966 UTAH HIGH SCHOOL GRADUATE

Congratulations class of 1966! You have completed twelve years of academic study in the basic disciplines. These were years in which many industrial, political, and scientific changes took place--not only here in Utah but throughout the nation and the world. There were some occupational changes, too.

There are some 17,000 - 18,000 of you this year, the largest graduating class in the history of Utah -- twice as many as received their diplomas ten years ago. Nearly all of you have indicated your interest in obtaining employment this summer. Some of you want temporary jobs as you have made plans to continue your education at college next autumn. Others of you are searching for a permanent position, a place where your occupational aptitudes and abilities will have an opportunity to develop, creating a secure and profitable career.

Your Utah State Employment Service welcomes you to the state's labor force and offers its placement, job information, and other services for your use. Its offices are located in twelve of Utah's population centers. In Salt Lake City there are four specialized offices; their locations are shown on this Job Guide or may be found in your area's telephone directory, if not already known to you.

A common characteristic of this age of automation and technological change is the growing emphasis which employers place on education and specialized training. Many of you will find that you must continue to study and learn in your future employment situation if you expect to advance to more responsible assignments. In fact, unless you are prepared to grow with the job, you may soon find yourself in that portion of the labor force which is in less demand, receives lower wages, and experiences considerable unemployment. When working, this group usually performs simple, repetitious, routine tasks requiring little skill or knowledge and labors under close supervision.

Currently, employment opportunities for the inexperienced worker may be found in a variety of industrial activities in Utah. The seasonal requirements of agriculture are particularly urgent this year as the mass importation of foreign workers has been discontinued. Fruit and berry picking, vegetable weeding and cultivating are frequent types of job opportunities for young teenagers available during the summer months on Utah's farms.

Construction activity has a rapid upswing in hiring as warmer weather permits outdoor work. Young men are employed as laborers and helpers to move materials and assist carpenters and various kinds of building tradesmen on construction projects in all parts of the state. Hourly wage rates are higher in construction than in some other industries which provide greater security of tenure.

Utah's retail trade and service establishments hire several thousand young people each summer, about equal numbers of both sexes, to help with increased business from tourists, recreation seekers, and other patrons. Such positions as waitress, sales clerk, carhop, counterman, stock clerk, cabin maid, warehouse-

THE UTAH STATE EMPLOYMENT SERVICE IS AFFILIATED WITH THE UNITED STATES EMPLOYMENT SERVICE. OFFICES ARE MAINTAINED AT BRIGHAM CITY, CEDAR CITY, HEBER, LOGAN, MOAB, OGDEN, PANGUITCH, PRICE, PROVO, RICHFIELD, SALT LAKE CITY, AND VERNAL, UTAH.

DEPARTMENT OF EMPLOYMENT SECURITY

174 SOCIAL HALL AVENUE · SALT LAKE CITY 10, UTAH

man, nurse's aide, janitor, and deliveryman are often available.

Manufacturing establishments, particularly those engaged in processing food, have high seasonal labor requirements. Year-round positions are available in such textile factories as require sewing machine operators. Some of the larger durable goods producers also have job openings for high school graduates in various production or assembly line tasks.

Business, government, and professional offices, particularly the large complexes in the Wasatch Front area and to a lesser extent in the other Utah communities, continue to provide a multitude of job opportunities for typists, office clerks, stenographers, and business machine operators. Young men are employed in a variety of clerical jobs which may lead to executive or administrative positions in later years. Young women may advance to office supervisor or secretary.

The military forces have positions available for young people willing to participate in carefully planned training programs. These opportunities to serve your country while learning a vocation will require some travel and living away from home. They may even take you overseas to foreign countries.

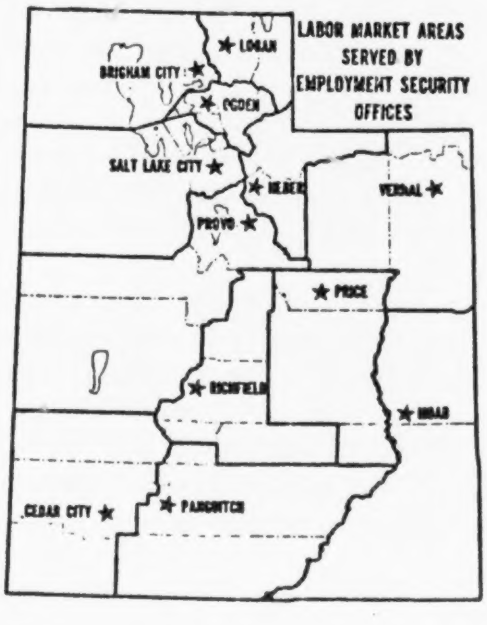
Apprenticeship contracts provide for practical work experience under the supervision of a journeyman craftsman and stipulated academic study in related theory of the trade at a vocational school. Periodic salary increases and advancement to more difficult and complicated tasks are assured during the usual four-year indenture.

Accounting, engineering, teaching, nursing, scientific, administrative and other professional positions requiring a college degree and several years' experience will not be available to high school students. Neither will you be considered for jobs such as cosmetologist, licensed practical nurse, barber, and others where the state law requires a year or more of vocational training and the successful completion of a licensing examination before becoming qualified to perform such services.

More detailed employment information is being gathered and assembled at the State Employment Office each day. The state's major employers are solicited periodically for listings of their labor requirements. Your particular aptitude, knowledge or ability may be in demand. Why not let us know the kind of a position you are looking for and in what area you want to work.

The Youth Opportunity Center in Salt Lake City is located at 345 South Sixth East. The Salt Lake Professional, Clerical and Sales Employment Office is at 415 South Main Street; the Service and Industrial Employment Office is at 168 Social Hall Avenue; and the Casual and Agricultural Labor Office is at 235 West 4th South, Salt Lake City.

At Provo, the Youth Employment Service is headquartered at 190 West 800 North; at Ogden, the Youth Employment Service is situated at 2655 Adams Avenue. The youth of other areas of the state are assisted with their employment search at the regular Department of Employment Security offices.



UNIT 5

Lesson 3

TECHNICAL TRAINING

Lesson Objective

Student will distinguish the nature and purpose of the educational level of high school plus technical training (include apprenticeships, etc.) and the types of jobs available at that level.

Prerequisite Lessons in This Unit

Lesson 1

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. "Consider Technical Training." Page 641. Some remarks by William S. Knudsen, a President of General Motors Corporation, urgins manual and practical skills.
2. Charts on Selected Careers Related to Various Subjects. Pages 624-633. (To be found in Student Workbook materials for Unit 5 - Lesson 1.)
3. "Some Information About Technical Careers." Page 644

Teacher Supplement

No Materials

Recommended Materials (Order, prepare, or examine in advance.)

1. "Happiness is Doing Well What You Do Best," and/or "But What About Utah's Vital 80%?"--the 1970 annual report of the Utah State Advisory Council for Vocational and Technical Education. Direct reprint inquiries to: Jack C. Higbee, Executive Director, Utah State Advisory Council for Vocational and Technical Education, 771 East 8th South, Salt Lake City, Utah 84102.
2. "25 Technical Careers You Can Learn in 2 Years or Less." Free reprints available from Careers, Department of Health, Education, and Welfare, Washington, D.C. 20202
3. Resource people--those who hire technically trained persons, and people from the technical college in your area.
4. Utah VIEW materials. Deal with Utah jobs, most of which require technical training.
5. Apprenticeship - Past and Present - U.S. Government Printing Office 25¢ - Pamphlet traces development of apprenticeships from early days to present and points to future.

Recommended Materials (Continued)

6. Preparing for the World of Work - Guidance Associates, $35.00
This two-part sound filmstrip demonstrates the necessity of choosing occupations in line with aptitudes and interests and investigates five major areas of vocational education.

7. An Overview of Technical Education - Science Research Associates

8. Apprentice Training - U.S. Government Printing Office, 15¢
Pamphlet describes a sure way to a skilled craft.

9. Careers Without College - Wisconsin State Employment Service, Free
Booklet discusses the world of work and several occupational fields not requiring a college education.

Learning Activities

1. Invite a person from a technical college to come and talk to the students and answer questions. Especially have him emphasize the job market for those who are technically trained, length of study, variety of jobs, wages.

2. Read to the class the brief article, "Consider Technical Training," page 641, Student Workbook. Let the class discuss and list the advantages to that type of training compared to "book learning." Discuss the social esteem of the two groups; ask why the difference; allow the students to express their own feelings.

3. Go on a tour of a technical college. Try to arrange it so that you see a large variety of different types of training, rather than spending your time viewing a few in depth.

4. Invite resource people from surrounding areas who work at jobs requiring technical training, or who employ people who have technical training, to come and speak. Have them discuss advantages and disadvantages. You may wish to organize them into a job fair of just technical jobs.

*5. Read and discuss, "Some Information About Technical Careers," page 644, Student Workbook. List on the board the advantages of technical training. Ask the students what things they have learned about technical training that they did not previously know.

*6. Have each student go to the occupational lab and search out at least 2 jobs which are for those with high school plus technical training. Have the students name the jobs they found and list them on the board. Then have the students, working in small groups, discuss and write down the major characteristics of all those jobs. (See Lesson 3, Unit 4 - Job Traits, for list of major characteristics.)

7. Quiz students on the meaning of the word "technician."

8. Discuss: What kind of educational program is on-the-job training (apprenticeship)? (Continued on page 115.)

Learning Activities (Continued)

a. Definition - a program of training for a recognized skilled trade, according to written or oral agreement, whereby a worker receives two or more years of supervised on-the-job experience with related instruction. Generally concentrated in building, printing, mechanics - repair, machinery trades.

b. Characteristics of training:

    1. Gradual increase in complexity and variety of processes, skills, tasks.
    2. Close supervision.
    3. Organized instruction in plant or vocational school.
    4. Regular increase in wages until you become a journeyman.

c. Requirements:

    1. 16 - 24 years of age, good health, mechanical aptitude.
    2. Background in math and science, training in vocational school or armed forces helps.

d. Advantages:

    1. Guarantee of quality workmanship.
    2. Status in finding employment.
    3. Learn while you earn.
    4. Best way to learn a skilled trade

UNIT 5

Lesson 4

COLLEGE

Lesson Objective

Student will distinguish the nature and purpose of the educational level of bachelor's degree or beyond and the types of jobs available at that level.

Prerequisite Lessons

Lesson 1

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Charts on Selected Careers Related to Various Subjects. Pages 624-633. (To be found in Student Workbook materials for Lesson 1, Unit 5.)

Teacher Supplement

No Materials

Recommended Materials (Order, prepare, or examine in advance.)

1. Any of the occupational kits.
2. Any of the public relations films available from most universities describing the courses, and campus. Also, leaflets, brochures, catalogs from colleges and departments within the colleges.
3. Resource people - professional people with college degrees; high school relations officers from the universities, etc.
4. Guidance Kit - Educational Progress Corporation. 60 recorded interviews (tape or cassette); 40 on professional careers and 20 on semi-professional occupations.

Learning Activities

*1. Invite the high school relations officer from a nearby university to come and talk and answer questions. Have him mention entrance requirements, different colleges and the jobs available, salaries, amount of schooling needed for various professions, competition, etc.

2. Go on a tour of a university. Most universities will arrange guided tours.

3. Invite various professional people to come and talk about college, their jobs, and college versus other types of training.

Learning Activities

*4. Have the student find the name of at least one job in each of 9 or 10 broad occupational fields which requires at least a bachelor's degree. Again, have the students, working in small groups, discuss and list the similar major characteristics of the jobs they have listed. List on the board the broad occupational fields you wish them to use, as well as some of the major characteristics they are to look for.

5. Quiz the students on their understanding of the following words: Bachelor of Science, Bachelor of Art, Master's Degree, Doctorate.

UNIT 5

Lesson 5

EDUCATIONAL LEVELS AND CHOICE

Lesson Objective

Student will investigate what each educational level can offer him in terms of his own vocational choices.

Prerequisite Lessons in This Unit

Lesson 1, Lesson 2, Lesson 3, and Lesson 4

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Charts on Selected Careers Related to Various Subjects. Pages 624-633. (To be found in Student Workbook materials for Unit 5 - Lesson 1.)

2. Random List of Occupations. Page 648. List is separated into broad occupational fields. Jobs are not listed alphabetically in order to encourage the student to consider many jobs rather than picking out certain ones alphabetically. This is NOT a complete job list. You may wish to add to it.

Teacher Supplement

1. Quote by John W. Gardner, "Must Everyone Go to College?" Page 122.

2. "Schooling v.s. Jobs," "Educational Requirements for Jobs in Utah," & "What Kinds of Jobs Will There Be?" Pages 123-126.

Recommended Materials (Order, prepare, or examine in advance.)

1. Focus (Discovery Through Guidance) by Charlotte Marie Bruck, The Bruce Publishing Company. A group guidance booklet for eighth grade with units on educational focus, social focus, personal focus, and vocational focus.

2. A World of Work Series - Contemporary Films, McGraw-Hill Films Aimed at the potential school dropout and non-college bound student.

3. Career/Vocational Guidance Series - Guidance Associates. A career information series of filmstrips to help students express personal feelings about work, upgrade ambitions, emphasize importance of early preparation and planning, etc.

4. If You're Not Going to College - Guidance Associates

Learning Activities

*1. After they have taken an occupational interest inventory, have students read through the Random List of Occupations, page 648, Student Workbook. They should underline those jobs in which they feel they have the most interest and likelihood of entering. They should mostly underline jobs which fall into the broad occupational fields in which they showed the most interest as measured by the interest inventory.

* Then have the student fill out a chart, listing those jobs at each of the four educational levels in which he has indicated he has some interest. Discuss the results shown on his chart, and the educational level at which the most jobs are indicated. Emphasize that the student should list well over 25 jobs.

2. Invite a resource person from the State Employment Center to talk about jobs, pay, etc., available at the various educational levels. Have students, in discussion, relate this to information already acquired in the previous four lessons of this unit.

3. Using Teacher Supplement Materials, pages 122-126 , Teacher Supplement, discuss what educational level has largest job market, etc.

TEACHER SUPPLEMENT MATERIALS

UNIT 5

LESSON 5

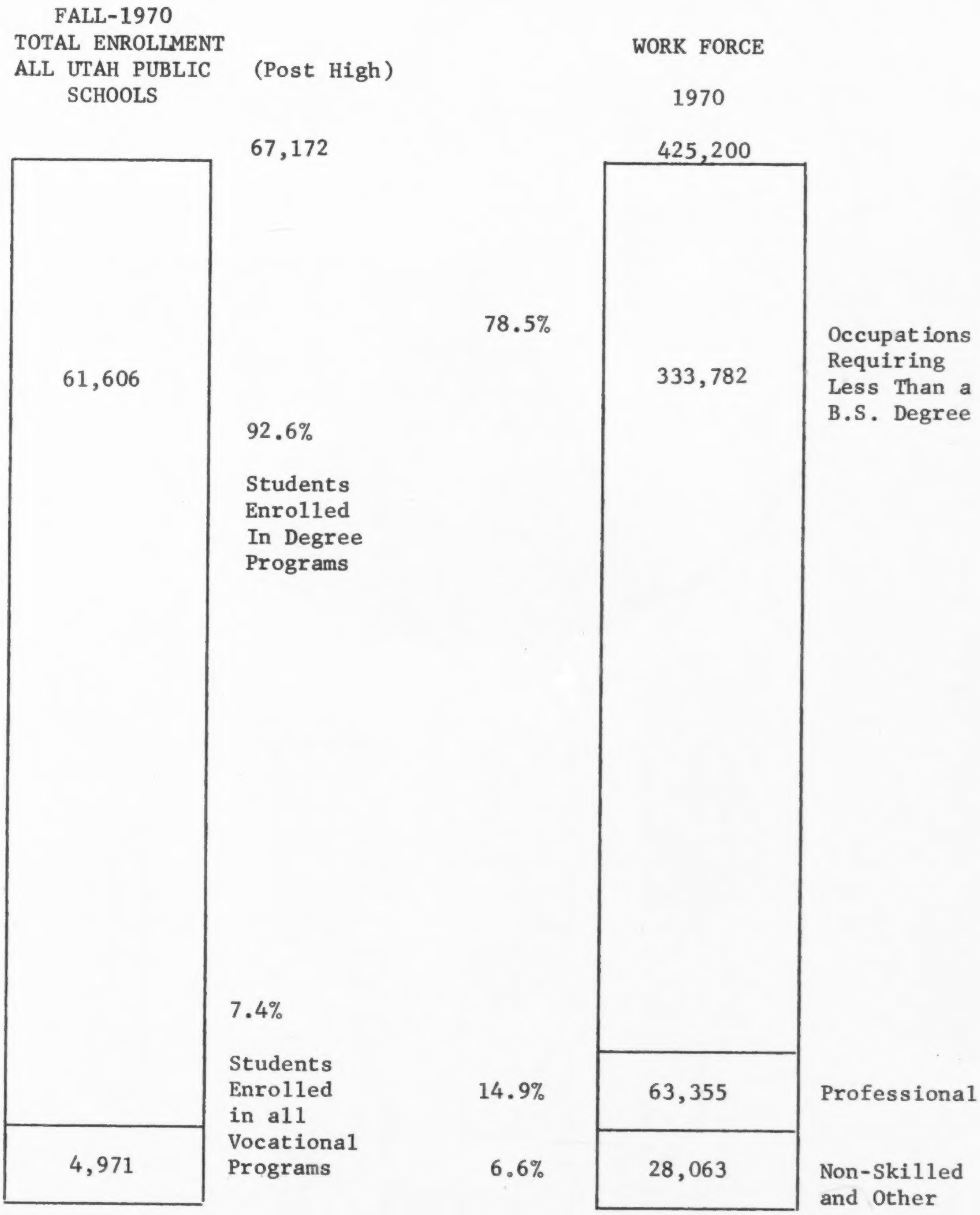
MUST EVERYONE GO TO COLLEGE?

If all of the various ways of appraising the young person's abilities suggests that he is college material; he should be encouraged from the beginning of high school to think about college. This is not to say that he must go to college. He may choose to develop his talent in some setting other than college, or he may choose not to develop it; everyone has an inalienable right to waste his talent if he so wishes. But every talented youngster should understand that he can better serve both himself and his country if he accepts the opportunity to develop his native gifts.

If a young person is obviously not college material, he will need just as much constructive concern for the future. It may be a somewhat different future, but it still needs to be intelligently planned for. There is in this country, a distressing overemphasis on college education as a guarantor of economic success, social acceptability, and general human worth. In view of the fact that even today little more than one out of three Americans go to college, it is disturbing to encounter widespread social attitudes which seem to equate a college education with human dignity and the right to hold one's head up in the world. Nothing could be sillier. College should be regarded as one kind of education beyond high school, suitable for those whose particular aptitudes and motivations fit them for that kind of further education. The young person whose aptitudes and motivations are not such as to lead him to college still may look forward to years of important personal growth, years of learning and maturing, years of developing special skills and competencies.

John W. Gardner, President
Carnegie Corporation of New York

SCHOOLING v.s. JOBS



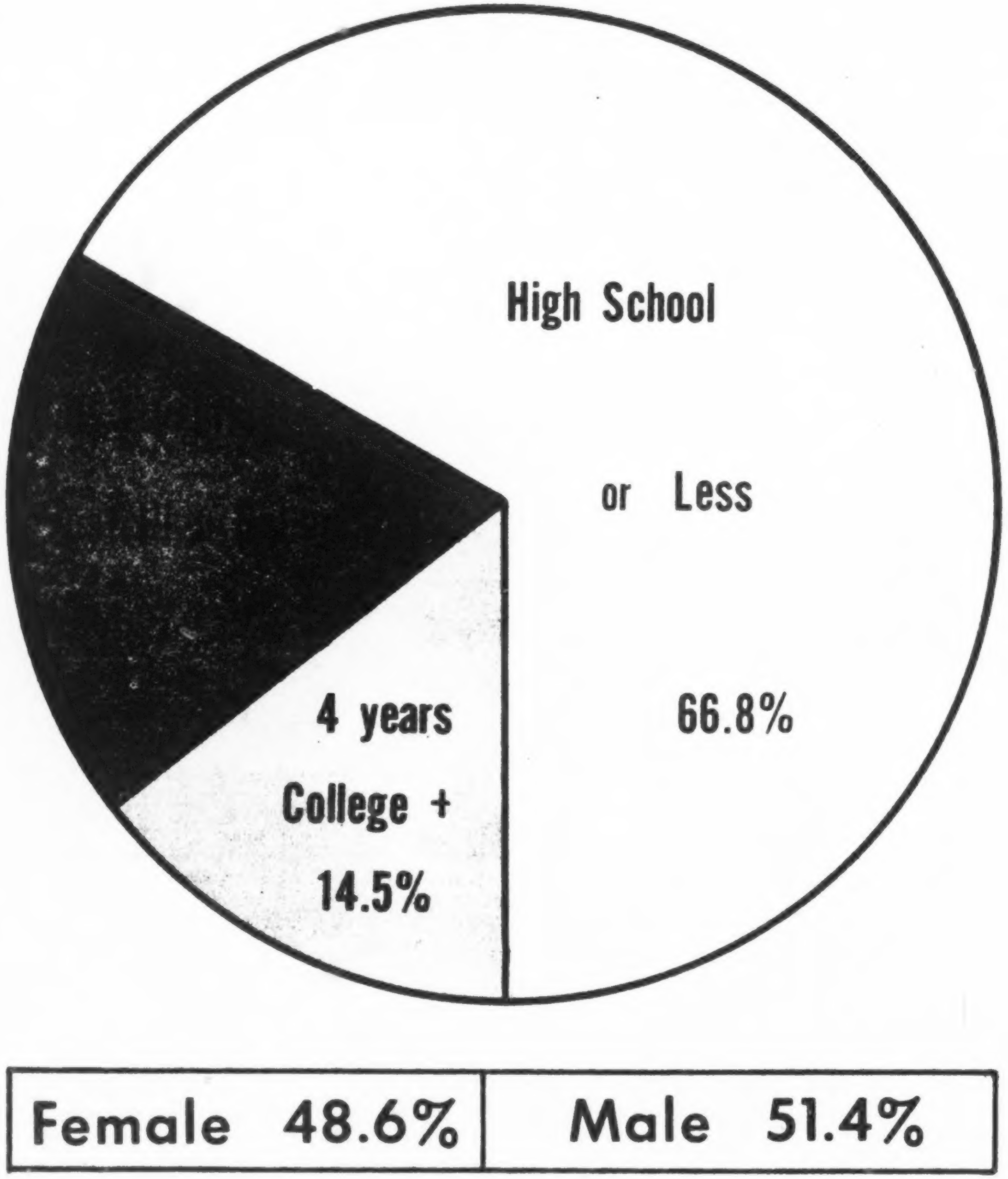
Formal Education & Access Requirements for New and Replacement Jobs in Utah

Job seekers should be aware that, even though the majority of jobs will require a high school education or less, employment growth will be fastest in those occupations requiring the most education and skill.

In 1970, 66.8 percent of the jobs required high school education or less. Only 18.7 percent of the jobs needed 3-4 years post high school education, and 14.5 percent of the job opportunities required 4 years or more of college.

Education and training are a major key to: Job Selectivity, Better Paying Jobs, and, More Interesting and Satisfying Kinds of Work. Persons who have acquired good skills and a basic education will also have a better chance for steady employment.

Taken from "Utah Manpower and Employment Opportunities, 1970-1975," Utah Employment Security Office.



What Kinds of Jobs Will There Be?

PROFESSIONAL

The outlook for professional and related occupations in Utah for 1970-75 continues to be favorable. Employment at 100,000 workers in 1970 will grow to over 111,000 by 1975. Teaching and Engineering will continue to be the first and second largest professional occupations. There will be new demand in medicine and health occupations, especially in jobs such as: registered nurse, licensed practical nurse, medical and dental technician and surgical technician.

Over 3,000 accountants and auditors were employed in 1970 and it is expected there will be about 200 average annual job openings* in this field in the next five years.

Significant job growth is anticipated in managerial and other administrative occupations. In 1970 there were about 2,700 office managers employed and there will be about 160 job openings annually in this occupation. Persons employed in store management numbered 8,500 in 1970. Annual job openings in this field, from 1970-75 will be about 300.

* Annual Average Job Openings include new and replacement jobs.

Taken from "Utah Manpower and Employment Opportunities, 1970-1975," Utah Department of Employment Security.

CLERICAL AND SALES

About 11,400 new jobs in clerical occupations will be added during the 1970-75 period. In 1970 there were about 6,700 clerk typists employed, with an estimated 600 annual average job openings in the next five years. General office clerks numbered 5,700 in 1970. Annual job openings in this occupation will be about 250. Persons employed as file clerks numbered 800 in 1970 with an estimated 60 annual job openings through '70-'75. In occupations such as accounting clerk, bookkeeping machine operator and receptionist, there were about 3,100 employed in 1970, with an estimated 300 annual job openings in these occupations for the next five years.

SERVICE

Employment in service occupations will grow fastest. Workers in these occupations numbered 56,000 in 1970 and will grow to an estimated 66,700 by 1975. Some occupations that show rapid growth will be: food and beverage preparation, with waiter, waitresses and related occupations growing from 9,200 in 1970 to 11,300 in 1975; building and related service occupations, such as laundryman, flat work finisher and machine presser will expand in the 1970's. In 1970 about 500 machine pressers were employed. Estimated annual job openings will be about 40.

What Kinds of Jobs Will There Be? (cont.)

PROCESSING

Very little employment fluctuation has occurred in processing occupations in the past decade. Occupations such as stillman and laborer in processing and manufacturing of petroleum will show slight increase in the next five years. Largely as a result of projected increases in the stone, clay and glass industry, job openings in occupations such as asbestos brake-lining finisher and general laborer will show a slight increase.

MACHINE

Metal machining and mechanics and machinery repair occupations will expand by nearly 3,000 from 1970-75. Expansion should involve not only skilled machinists and mechanics, but also laborers and apprentices. In 1970 there were about 3,500 automobile mechanics employed in Utah. It is estimated that annual job openings will be about 130 from 1970-75. Aircraft and engine mechanics numbered 1,100 in 1970 and will have annual needs of about 50 job openings for the next five years. There were about 1,300 maintenance mechanics employed in 1970 and annual job openings will be about 40.

BENCH

Only a small proportion of the employed in Utah are engaged in bench work. Job growth of 12.3 percent is expected from 1970-75. There will be ample job openings for sewing machine operators in the '70's. About 3,900 were employed in this occupation in 1970 and annual average job openings are anticipated at about 250 during the next five years.

STRUCTURAL

Structural occupations will be second in growth. Employment at 35,000 in 1970 will expand to 42,000 by 1975. Job opportunities will be high in metal fabricating, welding, electrical assembling and installing and repair. In 1970 there were about 1,500 combination welders employed in Utah. Anticipated annual growth through 1975 will be about 80. Painting, plastering, cementing and related occupations will expand rapidly. Painters employed in 1970 numbered about 1,300 with anticipated annual openings at about 70. Carpenters numbered 3,700 in 1970 with expected annual job openings at 260 for the next five years.

Reprinted with permission. Taken from "Utah Manpower and Employment Opportunities, 1970-1975," Utah Employment Security

Unit 6
School Preparation

UNIT 6

SCHOOL PREPARATION

Unit Objective

Student will be able to determine the purpose of studying, his own potential and preparation for school, and the relationship of his classes to performing different work roles.

Prerequisite Units

Unit 1, Unit 2, Unit 3, Unit 4, Unit 5

Lesson and Lesson Objective	Page Number
Lesson 1 - Why Study..	128
Objective: Student will be able to give more than three positive, school and job-related answers to the question "Why Study?"	
Lesson 2 - Study Habit Assessment..........................	134
Objective: Student will assess his personal study habits and set goals for changes which will better enable him to accomplish his educational goals.	
Lesson 3 - Dropout Assessment..............................	136
Objective: Student will assess his dropout potential (attitude), in light of his present achievement, attitudes, and his goals.	
Lesson 4 - Jobs and School Subjects........................	138
Objective: Student will become aware of the school subjects needed for different jobs at the four educational levels.	

Lesson Sequence

Levels

A	B	C	D
Lesson 1----------------→	Lesson 2 --------------→ Lesson 3	Lesson 4	

UNIT 6

Lesson 1

WHY STUDY

Lesson Objective

Student will be able to give more than three positive, school and job-related answers to the question "Why Study?"

Prerequisite Lessons in This Unit

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

No Materials

Teacher Supplement

1. Utah Job Guide's, "Employment Earnings are Related to Education." Page 132. Published by the Utah Department of Employment Security, 174 Social Hall Avenue, Salt Lake City, Utah.

Recommended Materials

1. Filmstrip, What Good is School?, No. A778-5, by Singer (SVE), 1345 Diversey Parkway, Chicago, Illinois 60614, $5.50. This filmstrip relates studying to the world of work; relates careers in the future to the amount of education gained now; focuses attention on the rewards coming from studying different subjects.
2. Leaflet, "This is Your Job Competition - Stay in High School," given upon request from American School, Drexel Avenue at 58th Street, Chicago, Illinois 60637. Leaflet talks about: you will find it easier to get a job; get a better job; be promoted faster; make more money; be prepared for professional training; have a richer, fuller life.
3. Brochure, "Stay Ahead, Stay in School," by the President's Council on Youth Opportunity. Published by the U.S. Government Printing Office: 1968. No. 0-317-221.
4. Part 1 of side 1 of the record "How to Study and Why."
5. "Coping With" book entitled, Grades, What's So Important About Them, Anyway, by C. Gilbert Wrenn and Shirley Schwarzrock. Published by American Guidance Service.
6. Filmstrip, Your Occupation - Student, published by Popular Science Audio Visuals. $6.75

Recommended Materials (Continued)

7. Quest (Discovery Through Guidance) by Charolotte Marie Bruck, The Bruce Publishing Company. A group guidance booklet for 7th graders with units on educational quest, social quest, personal quest, and vocational quest.

Learning Activities

*1. Carry out a discussion, having the students suggest the needs and rewards for studying. Points should include the following:

   a. Better grades.
   b. Makes school experiences more pleasant. Learning becomes more pleasant.
   c. Good study habits mean that a person is better organized and that he will be available for other desired activities.
   d. When study habits bring about desirable changes the actual studying process becomes more fun.
   e. Learning how to study in school means that these skills may carry over into other areas such as jobs or proper use of leisure time.
   f. Studying is the time you trade for the essentials you desire. "Dost thou love life? Then do not squander time, for that is the stuff life is made of."--Benjamin Franklin

2. Have the students listen to, and make notes for their Workbooks, part 1 of side 1 of the record "How to Study and Why." This part discusses the question, "Why Study?"

3. Contact a high school dropout and invite him (or her) to talk to the class. A possibility would be one who is not back in regular school or night school getting his diploma. Especially have them relate the importance of studying in their lives.

4. Show and discuss filmstrip, "What Good is School?"

5. Have some students, as a quest project, ask someone they know who has little education, if he has ever wished he had more education, and why.

6. Have the students write and produce a skit depicting the student who is taking full advantage of the time he is spending in school versus the student who is not--the "goof-off."

7. Allow the students to work in groups to make posters portraying their concepts of "Why Study?" or "Why Stay in School?"

8. Have a high school teacher discuss his impression of and reaction to the student who studies versus the one who does not, and discuss the advantages of proper study habits.

9. Read and do suggested learning activities in "Coping With" book - Grades, What's So Important About Them Anyway.

TEACHER SUPPLEMENT MATERIALS

UNIT 6

LESSON 1

EMPLOYMENT EARNINGS ARE RELATED TO EDUCATION

You may expect to earn seventy percent more during your working lifetime if you study and train four more years after completing high school. The average age high school graduate of the 1960 decade will probably earn more than $200,000 before he or she retires from the work force. The average skilled mechanic, technician, managerial or semiprofessional person may expect to earn between $300,000 and $350,000 during the same period. Vacations, sick leave, and other benefits are usually higher for the higher wage categories. Top level executive, engineering and scientific people will earn generally somewhat in excess of $400,000 during their job career. Actually anyone earning consistently in excess of $10,000 a year for forty years would have lifetime earnings of over $400,000. This is a reasonable prospect under foreseeable economic conditions for a good portion of the Utah labor force entrants of the 1960 decade.

The high school graduate is expected to earn between forty and forty-five percent more, on the average, then the person with only an elementary school education. The worker in the latter part of the twentieth century lacking high school training may not average much over $100,000 total earnings during his or her lifetime although a few fortunate ones may earn as much as $150,000 if they get steady work every year. Unemployment is twice as high among the group of workers lacking a high school diploma and almost eight times ad high among the group of workers lacking a college degree or equivalent as it is among the professional and related scientific group.

Possibly of more importance to a person choosing a career than the money he or she will earn is the satisfaction and enjoyment of vocational accomplishment. During one's adult lifetime, ordinarily, we spend one third of our working life on the job; we should therefore select the occupation that will utilize our highest skills, abilities, aptitudes, and knowledge. The education we obtain not only helps us qualify for the jobs we want but also helps us appreciate more of the finer things of life. It has been said, and quite properly, that education is the key to a more satisfying life. It helps you prepare for the jobs that bring lifetime rewards -- if you are ready for the opportunities -- it is your big chance and lucky break.

Utah employers, whether large or small, corporate, governmental or individual want to hire young workers who have demonstrated their ability to learn. They want their employees to be mature-thinking people with integrity and initiative. Many employers specify a high school diploma as a minimum educational requirement for their employees. Much of the unskilled labor of past decades is now being performed by machines. Tomorrow's work requires knowledge and skill; very few people will find jobs that will remain the same throughout their lifetime. Changes will occur in most occupations and most employers will change their workers' duties and responsibilities several times during their late twentieth century career.

But let's talk some more about earnings and wages. The orders that employers list for young men or women of little educational accomplishment usually offer minimum wages ranging from as low as $1.00 or $1.25 an hour. This rate amounts to $40 or $50 a week if the work is steady. The monthly rate would be between $170 to $220 and the annual earning would range from about $2,000 to $2,600 (less income tax and other deductions). A lifetime career at $1.00 an hour (for a forty-hour week) would yield a gross of about $83,000 in 40 years or $104,000 in 50 years. If you were to work steady for $1.25 an hour from the time you are 15 years old until you are sixty-five or from the time you are 20 until you are 70 years old (50 years), your gross earnings would figure close to $130,000 and at $2.00 an hour the amount would be about $210,000 provided there was no lost time.

Suppose that a young person obtained a position as an apprentice to a skilled craftsman shortly after graduation from high school -- wages to start are about half of the journeyman scale between $1.75 and $2.00 an hour. Every six months as he progresses and becomes more proficient, he receives an increase in wages until at the end of four years, he receives a journeyman's pay.

The Utah wage rates for most skilled journeyman craftsmen in 1965 range between $3.50 and $4.00 an hour. This figures to between $7,000 and $8,000 a year or $280,000 and $320,000 for a 40-year working life plus the $20,000 earned during the apprenticeship and any amounts earned by working beyond the 40-year computation period. Possibly some allowance should be made for periods of unemployment due to both lack of work opportunity and prolonged incapacity (sickness or injury) during one's lifetime.

Some interesting slogans have been published to point to the importance of obtaining your maximum potential of education.

> "Learn today, earn tomorrow!"
> "Diplomas open doors."
> "Get ready for tomorrow."
> "Give education priority."
> "Don't cheat yourself; education comes first."
> "Take a stride toward a goal -- not a stumble into failure."
> "The value of learning is more than you are earning."
> "No one regrets having an education; many regret not having one."
> "Will that job look big five years from now?"
> "Your country needs your best effort."
> "School is basic training for life, liberty, and pursuit of happiness."
> "To get ahead faster, invest in yourself."
> "Better be smart than sorry -- stay in school and graduate."

Any of Utah's public employment offices will welcome your inquiry about vocational careers and occupational opportunities. Their addresses are shown on the face of this JOB GUIDE or in your local telephone directory. The Vocational Counselor at your high school has some additional material about occupations and will be glad to assist you in locating more facts and figures about earnings and career opportunities of the future. Your local public or school library is another source of information on most occupations of major importance in this state. The Occupational Outlook Handbook, published by the United States Department of Labor's Bureau of Labor Statistics, Washington 25, D. C., furnishes an interesting discussion of some 600 jobs and job groups. Be sure to get all the facts -- then make a wise choice of vocational goals.

Reprinted from Utah Job Guides
Utah State Department of Employment
Security

UNIT 6

Lesson 2

STUDY HABIT ASSESSMENT

Lesson Objective

Student will assess his personal study habits and set goals for changes which will better enable him to accomplish his educational goals.

Prerequisite Lessons in This Unit

Lesson 1

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Check List of Study Conditions. Page 654

2. Survey of Study Habits. Page 655

3. Achievement Sheet. Page 659

Teacher Supplement

1. In Appendix F are sources of information and learning activities for the improvement of study habits. While it is not intended here to include teaching correct study habits as part of this unit, should you desire to incorporate teaching study habits into this unit, you may desire to use some of these materials.

Recommended Materials (Order, prepare, or examine in advance.)

1. California Study Methods Survey - Yields the following scores: attitudes toward school; mechanics of study, planning, and system; total score; and verification score. (Refer to Appendix A, Tests Appropriate for Junior High.)

Learning Activities

*1. Have each student set a tentative educational goal in light of the information they have received about each educational level. Discuss need for good grades, i.e., proper study habits, in order to accomplish these goals.

*2. Test the students on their study habits (use either Survey of Study Habits, page 655, Student Workbook, or California Study Methods Survey, Recommended Materials), and discuss the results of the test with the class.

*3. Have students complete Achievement Sheet, page 659, Student Workbook. Discuss level of achievement with that needed to accomplish goals.

Learning Activities (Continued)

4. In groups, have the students develop a list of qualifies and characteristics that a "good" student possesses.

5. Have the students write a short description and draw a floor plan of their study areas at home. Have them list the good points of their study areas, and describe what they would like to change. Get group ideas on each plan.

6. Have students complete "Check List of Study Condicions," page 654, Student Workbook. Discuss the ideas presented.

*7. Have students write a commitment to themselves concerning those specific study habits and school attitudes which they are willing to change, and which will help them attain their goals. After two months return the commitments to the students, unopened, and have them express how well they have accomplished their goals.

8. Encourage students to work alone or with the aid of teachers, counselors, etc. to improve their study habits. This may be a separate unit, or study groups with the school counselor, etc. Give credit for the amount of improvement shown.

UNIT 6

Lesson 3

DROPOUT ASSESSMENT

Lesson Objective

Student will assess his dropout potential (attitude), in light of his present achievement, attitudes, and his goals.

Prerequisite Lessons in This Unit

Lesson 1

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. School Interest Sheet. Page 661

Teacher Supplement

No Materials

Recommended Materials (Order, prepare, or examine in advance.)

1. The following tests:
   a. Demos D (Dropout) Scale - Measures attitudes in four areas: toward teachers; toward education; influences by peers or parents; and school behavior.
   b. School Interest Inventory - Designed to help predict which students are potential dropouts.

   For further information see Appendix A, "Tests Appropriate for Junior High.)

2. Pamphlet "Is It Smart for You to Quit School?" Distributed by the United States Army. GPO: 1965 0-756-598. This pamphlet includes three steps to be considered before dropping out. It explains each step: (1) be sure your feelings about school are based on facts; (2) be sure you'll be able to get the job you want; (3) be sure you really know what you'll be missing if you drop out. The pamphlet answers some questions which go with each step.

Learning Activities

*1. Have each student set a tentative educational goal in light of the information they have received about each educational level.

*2. Test (see Recommended Materials and Student Workbook) and discuss the results of the test with the class or each individual member of the class. (See School Interest Sheet, page 661, Student Workbook.)

Learning Activities (Continued)

3. You may desire to refer those students who are distinguished as potential dropouts to a counselor to form a special group which the counselor directs, if you do not have time or inclination to devote additional time to value-clarification, attitude-changing, or other help, as needed. If some incentive is needed for those students, offer extra credit for time spent in the group.

4. Break the students into three groups, each group to discuss, answer, and make a presentation to the class on one of the three steps discussed in the pamphlet, "Is It Smart for You to Quit School?" Encourage them to avoid broad generalizations.

UNIT 6

Lesson 4

JOBS AND SCHOOL SUBJECTS

(Adjust school subjects studied to level (grade) of student having this lesson.)

Lesson Objective

Student will become aware of the school subjects needed for different jobs at the four main educational levels.

Prerequisite Lessons in This Unit

Lesson 1, Lesson 2, Lesson 3

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Worksheet entitled "School Subject Worksheet." page 663. To be used with chart in the booklet School Subjects and Jobs, (See below in Teacher Supplement).

2. Sample Group Contract for Presentation. Page 665

3. Training Which Will Help You in This Field - list of several occupations and pre-requisite school subjects. Page 666

Teacher Supplement

1. Sample pages of Guidance Series Booklet, School Subjects and Jobs by John H. Brochard. SRA Reorder No. 5-1180. Sample pages are of a very useful chart of school subjects and jobs. School subjects are not listed for jobs from the point of view of graduation requirements but rather from that of the knowledge and activities the job demands. Pages 144-145 , Teacher Supplement.

2. A section on various school subjects and how they relate to jobs and vocations from the research publication, Foundations for a Seventh Grade Guidance Unit. HEW Office of Education, Bureau of Research: May, 1970. Use of the activities mentioned is recommended for teacher's or groups' presentations.

   a. Art - As It Relates to Jobs and Vocations. Page 146.
   b. English - As It Relates to Jobs or Vocations. Page 147.
   c. Mathematics - Today's Jobs - Tomorrow's Jobs. Pages 148-149.
   d. Physical Education and Health - As It Relates to Jobs. Pages 150-151.
   e. Science - As It Relates to Jobs or Vocations. Page 152.
   f. Social Studies - As It Relates to Jobs or Vocations. Page 153.

Recommended Materials (Order, prepare, or examine in advance.)

1. Paper, paints, cameras and film for scrapbooks.

2. Leaflets entitled, "The Wonderful World of Home Economics." The series relates careers in: Art, Family-Economics-Home Management; Family Relations and Child Development; Food and Nutrition; Home Economics Education; Housing Furnishings and Equipment; Institution Administration; Textiles and Clothing. Published by American Home Economics Association. 1600 Twentieth Street, N.W., Washington D.C. 20009. Costs 2¢ each.

2. Series of leaflets entitled: "English and Your Career," "Science and Your Career," "Foreign Languages and Your Career," "Math and Your Career," "Social Science and Your Career," "Biology and Your Career," "Thinking of an Office Job," "Your Job as a Repairman or Mechanic."

   They are published by the Superintendent of Documents, Washington D.C. 20402. In each leaflet are listed available reprints from the Occupational Outlook Handbook on occupations which require post-high school training in that subject. They are good sources for: (1) inexpensive reprints about certain jobs, (2) list of jobs related to various school subjects, and (3) basic reasons for studying the various subjects.

4. You'll Need Math - pamphlet published by the Mathematical Association of America, 1225 Connecticut Ave., Washington D.C. 20036.

5. Posters - published by J. Weston Walch

   a. Careers in Athletics - 18 posters for $3.00
   b. Health Careers - 18/$3.00
   c. Mathematics in Occupations
      1. Computers in Occupations - 18/$3.00
      2. Calculus in Occupations - 18/$3.00
      3. Trigonometry in Occupations - 18/$3.00
      4. Math in Science and Technology - 18/$3.00
      5. Geometry in Occupations - 18/$3.00
      6. Algebra in Occupations - 18/$3.00
      7. Arithmetic in Occupations - 18/$3.00
      8. Opportunities in Mathematics - 20/$1.75
   d. Careers in Art - 18/$3.00
   e. Careers for Good Speakers - 18/$3.00
   f. Careers for Good Writers - 18/$3.00
   g. Careers in Music - 18/$3.00
   h. Fashion Careers - 18/$3.00
   i. Careers in Home Economics - 18/$3.00
   j. Poster Sets on Science in Everyday Life
      1. Biology in the Service of Man - 18/$3.00
      2. Chemistry in the Service of Man - 18/$3.00
      3. Physics in the Service of Man - 18/$3.00
      4. Opportunities in Science - 22/$1.75
      5. Atomic Science in the Service of Man - 20/$3.00

6. Many of the Occupational Kits list school subjects required for the jobs.

7. The Occupational Outlook Handbook may be especially helpful.

Learning Activities

1. The charts on various school subjects - "As It Relates to Jobs and Vocations" contain many good learning activities for this lesson. Pages 146-153, Teacher Supplement.

2. Coordinate with other teachers in school a unit emphasizing occupations correlated with their school subjects. Allow students class time to work on assignments in the occupationa lab. Help teachers with unit. (May wish to use charts mentioned in Learning Activity 1.) Encourage use of various filmstrips on file in the library.

or

Invite teachers from each school subject to give a presentation to your class on the subject they teach and its relationship to occupations. Give help. Trade classes with the teacher for that hour to facilitate their presentation, or stagger units teachers will teach over the entire school year; each teacher presenting an occupational unit in his own class.

*3. Have students complete worksheet, "School Subject Worksheet," page 663, Student Workbook.

*4. From the job interests the students have shown on the chart they completed for Learning Activity 1 of Lesson 5 - Educational Levels and Choice, have the students choose a school subject which is best related to those job interests. Group the students with the same choice of school subject. As a group have them contract to research the occupations related to that school subject and show how that school subject relates to ALL occupations. They will contract to complete at least two pages for a class scrapbook and to make a 15 minute presentation to the class. They may contract for an A or a B. Sample Group Contract is on page 665, Student Workbook.

There should be reports in the following areas: Science (include Agricultural Science), Social Science, Math, Foreign Languages, English, Home Economics/Shop or Industrial Education, Art/Crafts/Music.

Give each group an appropriate pamphlet or leaflet as a starter, and information from the charts mentioned in Learning Activity No. 1, which are contained in the Teacher Supplement, pages 146-153.

Student may use the chart from School Subjects and Jobs. Presentation may include bulletin board, special speaker, group discussions directed by the students, handouts, use of tape-recorders, value sheets, debate, panel presentation, taped interviews of people in related occupations, skits, role-playing, posters, charts, etc.

Scrapbook may involve photographs taken of various related occupations, transcripts from interviews, drawings, cutouts from magazines, lettering, etc. (May also wish to use "Training Which Will Help You in This Field," page 666, Student Workbook.)

Learning Activities (Continued)

*5. Using the Chart they made for Learning Activity 1, Lesson 5 - Educational Levels and Choice, have students choose from that chart those jobs which would fall into one subject area. With these jobs have them construct a chart similar to the chart in School Subjects and Jobs. Refer to sample pages of chart on pages 144-145, Teacher Supplement.

TEACHER SUPPLEMENT MATERIALS

UNIT 6

LESSON 4

	English			eign Lan-guage	Mathe-matics				Science				cial Stud-ies	and Art				Eco-nom-ics	Commercial							Manual Arts					cal Edu-cation		High-School Training			
	ENGLISH	SPEECH	BUSINESS ENGLISH	FOREIGN LANGUAGE	GENERAL MATHEMATICS	ALGEBRA	GEOMETRY	TRIGONOMETRY	GENERAL SCIENCE	BIOLOGY	CHEMISTRY	PHYSICS	SOCIAL STUDIES	MUSIC	ART	MECHANICAL DRAWING	ARCHITECTURAL "	HOME ECONOMICS	BOOKKEEPING	TYPING	SHORTHAND	BUSINESS MACHINES	OFFICE PRACTICES	COMMERCIAL ARITH.	RETAILING	GENERAL SHOP	AUTO MECHANICS	MACHINE SHOP	WOODWORKING SHOP	ELECTRICITY	PHYSICAL EDUCATION	HYGIENE	APPRENTICESHIP	SPECIAL TRAINING	COLLEGE	GRADUATE (BEYOND COLLEGE)
A																																				
Able seaman	D			d	D				I			D														I		d			I			D		
Accountant	I	d	E	d	D	I	D						I						E	D		I	D		d										D	
Actor/actress	E	E		D	D				D				D	I	I																d			D		
Actuary	I		E	d		I	D	D					I						I	d		I													E	
Advertising copywriter	E	D		D									I		I					I															D	
Agricultural agent	I	D		d		D	D	D		E	I	D	D										d								d				D	
Agronomist	I			d		I	I	I		d	E	I	d																						E	
Air flight dispatcher	I	E		d		I	I	I								I				D														D	D	
Airline stewardess	I	I		D						d			D					D													d	E		D	D	
Airport manager	I	I		I		I	I	I				I	I						D	d			I											D	D	
Anthropologist	E			D		I	I	I		E			E																						E	I
Architect	I			d		E	E	E	I		D	E	d		D	E	E																		E	D
Artist	I			I		I	D			I	I		D		E																			D	D	
Astronomer	E			E		E	E	E		d	I	E	D																						E	I
Atomic scientist	E			E		E	E	E		I	E	E	I																						E	I
Aviator/pilot	E	D		D		E	E	E		D	D	E	D			D												D			d			D	I	
B																																				
Bacteriologist	E			D		E	I	I		E	E	D	D																						E	D
Baker	D				D				D		D		D		d			d	D				d									E		D		

CODE: E— Essential to the occupation I— Important to the occupation D— Desirable to the occupation d— Somewhat desirable to the occupation

From SCHOOL SUBJECTS AND JOBS by John H. Brochard. c1961, 1971, Science Research Associates, Inc.
Reprinted by permission of the publisher

	English			Foreign Language	Mathematics				Science			
	ENGLISH	SPEECH	BUSINESS ENGLISH	FOREIGN LANGUAGE	GENERAL MATHEMATICS	ALGEBRA	GEOMETRY	TRIGONOMETRY	GENERAL SCIENCE	BIOLOGY	CHEMISTRY	PHYSICS
Bank Teller	*I*	*D*			*D*							
Barber	*D*	*d*									*d*	
Beautician	*D*	*d*								*d*	*I*	
Biological scientist	*E*			*I*		*E*	*I*	*I*		*E*	*E*	*I*
Boatbuilder	*D*				*I*	*D*	*D*	*D*	*d*			*D*
Bookbinder	*D*				*d*						*d*	
Bookkeeper	*I*		*D*		*D*							
Bookkeeping machine operator	*D*		*d*		*D*							
Botanist	*I*			*D*		*E*	*D*	*D*		*I*	*I*	*I*
Brick and stone mason	*D*					*D*	*D*		*D*			*d*
Building contractor	*D*		*d*			*I*	*I*		*d*		*D*	*I*
Bus driver	*D*				*D*				*D*			
Butcher/meatcutter	*D*				*D*				*d*	*D*		
Buyer	*I*	*d*		*d*	*I*							
C												
Cabinetmaker	*D*					*I*	*I*		*I*			*d*
Cameraman/photographer	*D*	*d*		*d*	*I*		*D*		*d*		*I*	*D*
Candymaker	*D*				*D*						*I*	
Carpenter	*D*					*I*	*I*		*I*			*d*
Cartographer	*E*			*I*		*E*	*E*	*E*	*D*			*d*

CODE: E— Essential to the occupation I— Important to the occupation

	Social Studies	Music and Art				Home Economics	Commercial							Manual Arts					Physical Education		Post-High-School Training			
	SOCIAL STUDIES	MUSIC	ART	MECHANICAL DRAWING	ARCHITECTURAL "	HOME ECONOMICS	BOOKKEEPING	TYPING	SHORTHAND	BUSINESS MACHINES	OFFICE PRACTICES	COMMERCIAL ARITH.	RETAILING	GENERAL SHOP	AUTO MECHANICS	MACHINE SHOP	WOODWORKING SHOP	ELECTRICITY	PHYSICAL EDUCATION	HYGIENE	APPRENTICESHIP	SPECIAL TRAINING	COLLEGE	GRADUATE (BEYOND COLLEGE)
Bank Teller	*D*						*I*			*E*	*I*	*E*	*d*									*D*	*D*	
Barber	*d*										*d*									*E*	*D*	*D*		
Beautician	*d*						*D*				*d*									*E*	*D*	*D*		
Biological scientist	*I*																						*E*	*D*
Boatbuilder	*d*		*D*	*I*										*I*		*D*	*I*		*D*		*D*			
Bookbinder	*d*		*I*											*d*							*D*			
Bookkeeper	*d*						*E*			*E*	*I*	*E*	*d*									*D*		
Bookkeeping machine operator	*d*						*E*			*E*	*D*	*I*										*D*		
Botanist	*D*																						*E*	*D*
Brick and stone mason					*D*														*I*		*D*			
Building contractor	*I*			*D*	*D*		*I*				*I*		*I*	*I*			*D*	*D*						
Bus driver	*d*														*D*				*D*			*D*		
Butcher/meatcutter						*d*	*d*						*I*						*D*	*I*		*D*		
Buyer	*I*					*D*	*D*				*D*		*E*									*D*	*D*	
C																								
Cabinetmaker	*D*		*I*	*I*	*d*	*d*							*d*	*d*			*E*		*D*		*D*	*D*		
Cameraman/photographer	*D*		*E*										*d*						*d*		*D*	*D*	*D*	
Candymaker						*I*														*E*	*D*			
Carpenter			*d*	*I*	*d*	*d*							*d*	*d*			*E*		*D*		*D*	*D*		
Cartographer	*E*		*I*	*E*																		*D*	*I*	

D— Desirable to the occupation d— Somewhat desirable to the occupation

ART - AS IT RELATES TO JOBS AND VOCATIONS*

Objectives - Outline

To explore the world of work through the study of art and related areas.

To develop an appreciation of the related job fields and their dependence on each other.

To create an awareness of one's abilities and potential in relation to jobs in the fields of art.

Teacher - Student Activities

Hold a class discussion of art job families.

Show filmstrips or films on art as a vocation, a great artist or on the history of art, etc., to be followed by class discussion.

Pantomime the job of a sculptor; divide the class into groups for competitive purposes.

Use community resources such as trips to museums, art schools, art exhibits, etc.

Organize an art club that would assist in preparing vocational display for the entire school. Such as: Bulletin Boards, models, for vocational display, design book jackets.

Materials:

Filmstrip and film projectors
"Teaching Guide for Art."
Parental permission slips to be signed before field trips.
Encyclopedia of Careers and Vocational Guidance.

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* It is recommended that, before handing these sheets to the students to aide their presentations, you add many additional, simplified activities -- perhaps obtained by brain-storming with other teachers.

ENGLISH - AS IT RELATES TO JOBS OR VOCATIONS

Objectives - Outlines

To guide pupils toward the self realization that English is the basic tool of communication in all vocations.

To teach that language is a product not of the classroom only, but of all society, and the student must be prepared to communicate easily in all situations outside the classroom.

To teach the technical language of various occupations.

To guide the student to the realization that success or failure in the world today depends on how effectively one uses his communicative skills.

To stimulate an interest in the lives of successful people in various occupations. Compare personal qualities with those revealed of the person involved in the story.

Materials:

Tape recorders.
Exhibits of vocational materials, pamphlets, brochures, books, etc.
Occupational Outlook Handbook
Encyclopedia of Careers and Vocational Guidance
Dictionaries
Library Resources:
  Biographies
  Autobiographies

Teacher - Student Activities

Prepare dramatizations, panels, roundtable discussions, or individual discussions of noteworthy people in the working fields.

Have students read and report on biographies of outstanding people with emphasis on their field of work.

Example:
  Three Worlds of Albert Schweitzer
  American Doctors
  Odyssey
  Man of Mathematics

Develop good study habits through:
1. Supervised oral and written reports.
2. Acceptance of correct or approved patterns for reporting, writing, speaking, listening, and reading.

Motivate good reading habits by having the librarian or an interested student:
1. Arrange exhibits of good books on occupations.
2. Select colorful book jackets for display.

Make notebooks showing interesting and unusual occupations which are not crowded fields in the world today.

Study the correct procedure for filling out job application forms and writing letters requesting employment.

The teacher should stress that correctness and neatness are as important when applying for employment as one's physical appearance.

Use dictionary in study of spelling and meanings of technical vocabulary used in the specific vocational fields.

Introduce units by assigning written themes on "Why I Chose This Job," or "What My Interest in This Job Family Is."

Make bulletin boards of related jobs in the English fields.

MATHEMATICS - TODAY'S JOBS -- TOMORROW'S JOBS

Objectives - Outline

To create an interest in the subject of mathematics.

To create an awareness of the wide expanse of present and future career opportunities in the field of mathematics.

To cause a realization that the occupations of the future will require specialized educational preparation and planning.

To relate the subject studied (math) to job areas.

To help students see how knowledge and skill acquired in the classroom can help them earn a living.

To learn of job opportunities and requirements related to the subject matter and to stimulate students to think of occupational choice.

Teacher - Student Activities

Prepare a line graph comparing the life earnings of each section of the job family. The teacher must explain how to construct a line graph and present on blackboard the parts of a graph. One may plot the graph on posterboard with pins and connect the pins with yarn. (Confer with counselor on topic of job families.)

Prepare a circle graph on the distribution of employed persons according to occupational families. The teacher should lead the class in a discussion of a circle graph and their implications.

Prepare information for a debate. Topic: Money is the only reason for working. School is necessary for success on tomorrow's job. Lead the students in organization of materials.

Simulate a TV program. Topic: Name of the show is "Know Your Jobs Related to Math." Select class members which are to participate in the role play: Panel members, moderator. Prior to role play, brief the participant on his job role, or make the participant responsible for research concerning his job on which the panel members will be quizzing him.

Organize group work. Bring graphs and articles from newspapers, magazines, etc. Have selected materials for demonstration. Divide the class into 5 or 6 groups. Supervise the group activity, giving help or advice when needed. Guide discussion. Have a brief caption by each clipping which will state the reason for the entry into the scrapbook.

Prepare a bulletin board display on job families or job activities. Introduce the activity by sketching the project sample, "People Pyramid." Make the board three dimensional. Outline areas with yarn.

Math (continued)

Objectives - Outlines

Materials

Poster board, yarn, magic marker, straight pins, straight edge, and chalk.
Occupational Outlook *Handbook*
Ruler, flannel board, overhead projector.
Scrapbook materials.
Poster paper, colored pencils, angel hair, construction paper.
Interview sheet.
Boxes, money; items to be purchased may be pencil, eraser, etc.
Paper and pencil.
Pictures from magazines, books, etc.
Models brought by the student on display.
Overhead projector for demonstration of ratio and proportion.
Construction paper, magic markers of various colors, string, dowel rods (small).

Teacher - Student Activities

Speaker (Selected). Topic: The Future of the Computer. The teacher should brief the speaker on the topic in relation to the teaching that has preceded.
Hold a panel discussion. Topic: Which math related jobs of today were not in existence when many parents were in school.
Pantomime. Topic: Grocery Store. (This is good for slow learners.)
Devise a crossword puzzle of jobs that require a mathematics background. The teachers should prepare this puzzel prior to a class presentation.
Development of Architecture: Collect *pictures of objects, buildings of* geometric design and classify them modern, gothic, etc. The teacher should have ready a demonstration which would compare the old with the new. A Frank Lloyd Wright building with a gothic church in Europe.
Models: This is a lesson on ratio and proportion. Have the various class members bring their models to school and display them. Discuss the various jobs necessary in constructing a particular model. Example: building a ship - welder, carpenter, painter, etc.
Mobile: The properties of balance are learned in the construction of mobiles. The instructor should have prepared prior to class time the materials for assembling the mobile.

PHYSICAL EDUCATION AND HEALTH - AS IT RELATES TO JOBS

Objectives - Outline	Teacher - Student Activities
To create an interest in physical education and related jobs. To create an awareness of the wide expanse of present and future career opportunities in the field of physical education and health.	Panel: Brief the speaker on purpose of discussion. Example: "How appearance can affect one's job." "Keeping in shape vs. ability to do one's job." Follow-up: Ask each student to make a comparison of his scholastic and physical abilities as related to different jobs. Games: Name That Job. This game is played by two teams of equal size and can be made more difficult or easier to meet the age and ability of those playing. A selected chairman for each team chooses a topic from a list prepared by the teacher. The teams are given turn-about in naming job areas that are involved in handling the emergency of a person who has swallowed some lye. Name the different job areas in this emergency. 1. Telephone operator 2. Doctor 3. Ambulance driver, etc. The team naming the greatest number of related job areas is the winner. Plan a field trip: To related employment areas of Health and Physical Education. Example: Medical center to observe physical therapist. Remember, arrangements must be made ahead of time. Follow up with discussion of worker observed. Interview and Report 1. Sports Writer 2. Coach or referee 3. Swimming instructor, etc. Fake an accident about to happen using "Student Actors." Take pictures of this and discuss how it could have been prevented. Example: A boy walking down the stairs about to step on a skate. Simulate an accident and take a picture of the people involved in the care of the injured. Example: A girl just hit by an automobile. (Use that student whose hobby is photography to take pictures.)

Physical Education and Health (con't)

Objectives - Outline	Teacher - Student Activities
Materials Colored magic markers or transparency pencils, camera, film projector, screen, cardboard, - depending upon the job. Materials selected according to the media used.	Develop a cartoon series using transparencies on "The Effect of Appearance on the Job." Example: A referee improperly dressed as opposed to one who is properly dressed. Discuss the effect that each type might have on members of the teams.

SCIENCE - AS IT RELATES TO JOBS OR VOCATIONS

Objectives - Outlines

To plan learning activities that help students to make their own discoveries and draw their own conclusions.

To give students an appreciation of science as related to the world of work.

To introduce the students to numerous jobs requiring a knowledge of science.

Materials

Overhead projector
Camera, film developer, etc.
Nature boxes, felt boards
Films:

"Bridge to Tomorrow"
"The Profit Pullet Story"
"Acres of Science"
"The Petrified River"
"The Story of Uranium"

Occupational Outlook Handbook

Teacher - Student Activities

Present a creative introduction to science-related jobs followed by library reports on jobs related to science.

Take trips to a medical research center, farm, dairy, oil refinery, hospital, etc., emphasize the worker--followed by class discussion.

Take pictures of workers on different jobs as the tour progresses.

Organize a science club with emphasis on students developing science hobbies such as film processing, electronics, plant collection, and plant classification, etc.

Utilize the knowledge of those people who collect things; rocks, minerals, insects, seeds, etc.

Create bulletin boards on science careers.

Require each student to give a report on a job that demands a knowledge of some field of science.

Show motion picture films that emphasize scientific research. Follow-up the film by discussing the characteristics of the jobs.

SOCIAL STUDIES - AS IT RELATES TO JOBS OR VOCATIONS

Objectives - Outlines

To give the individual students an experience in local government.

To identify students who need group work, "isolates," and help them to work with those students who would be recognized as leaders, "stars."

To increase enthusiasm of small group work.

To develop appreciation of governmental jobs and their interdependence.

To establish an awareness of the interdependence of occupations.

Materials

Community Resources

Old shoe, knife, scissors, table, string, poster board, magic marker, straight pins.

Teacher - Student Activities

Field Trip - Role Play - Discussion

Have the teacher organize the class into a small group "city block"... simulated community in the organization of the classroom. Teacher's desk.

1. Elect city councilmen
2. Elect a mayor
3. Elect a police chief
4. Elect a fire chief
5. Etc.......................

Plan a group trip:

1. Visit a city council meeting.
2. Follow-up with class discussion.
3. Make arrangements with the various local government agencies for the elected students to be with the police chief for one-half day, with the fireman for one-half day, etc.

Preceding the learning experience, the teacher should confer with each official involved. In this conference the teacher should request information about the job being worked into conversation between the child and the fire chief, the child and the policeman, the child and the judge, and others.

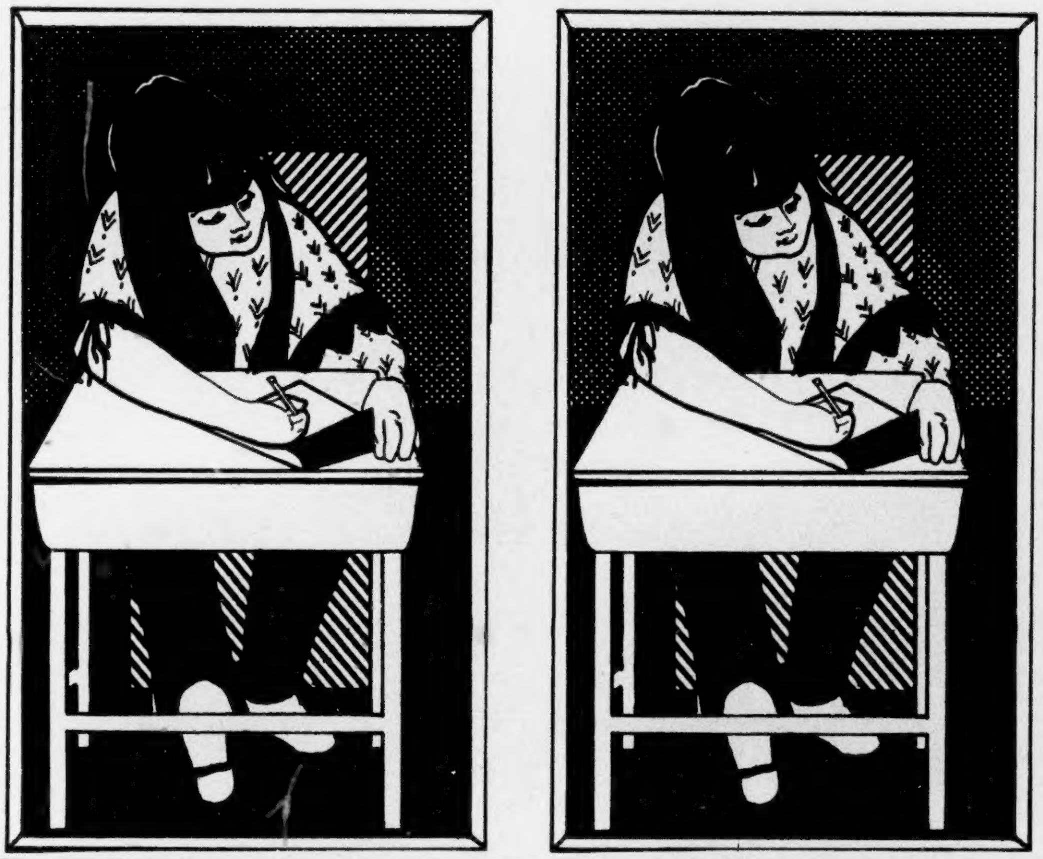
Follow up with the class sharing experiences and describing the duties of various officials.

Topic: "An Old Shoe"

Cut the shoe sole, heel, sides in such a way as to reveal its parts and materials used. Stress: countries from which each material comes, the people involved in the work, and transportation involved--"Job Areas"

Assemble the shoe on a display table with a poster. Connect the various parts of the shoe to the board with yarn and pins.

Unit 7
Personal Preparation



UNIT 7

PERSONAL PREPARATION

Unit Objective

The student will differentiate those areas of health, appearance, manners, and personal characteristics which will affect his future employability. He will assess his own preparation in these areas and relate it to methods for improvement.

Prerequisite Units

Unit 1 and Unit 3

Lesson and Lesson Objective	Page Number
Lesson 1 - Health	156
Objective: Student will become aware of some important health habits and discuss the importance of good health for job preparation.	
Lesson 2 - Appearance	158
Objective: Student will gain some concept of what is involved in good appearance, its affect on self and others, and the importance of good appearance in job preparation.	
Lesson 3 - Manners	161
Objective: Student will gain a concept of good manners and their influence on others, especially as relates to jobs and job interviews.	
Lesson 4 - Personal Characteristics for Job Preparation	163
Objective: Student will become acquainted with some important personal characteristics in job preparation.	
Lesson 5 - Job Application and Interview	168
Objective: Student will be able to demonstrate the important factors in a job interview and job application.	

Lesson Sequence

Level

A	B	C	D
Lesson 1 Lesson 2 Lesson 3 ---------→	Lesson 4 -----------→	Lesson 5	

UNIT 7

Lesson 1

HEALTH

Lesson Objective

Student will become aware of some important health habits and discuss the importance of good health for job preparation.

Prerequisite Lessons in This Unit

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Health Habits. Page 669

2. Essential Foods. Page 670

3. Food Chart. Page 673

Teacher Supplement

No Materials

Recommended Materials (Order, prepare, or examine in advance.)

1. Film, The Color of Health (1960) 16 mm, sound, 11 min., free. This film shows, in color, the importance of physical education to health, and the role of good diet in physical and mental health. It is designed for showing to junior high school classes. (Book eight weeks in advance, borrower pays return postage.)

   American Bakers Association
   Attention: Miss Frances Drillock
   Suite 650
   1700 Pennsylvania Avenue, Northwest
   Washington, D.C. 20006

2. School nurse, health teacher, health books.

3. Booklet, Discovering Yourself, by Marjorie C. Cosgrove and Irma Unruh. Very good for this age level, Chapter 6 is on "Maintaining Your Health." In addition to discussing what is already mentioned in the reference notes for this lesson, it discusses rest, acne, eyes, teeth, hearing, weight, headaches, colds, worry and tension, and you and your doctor. SRA, Chicago, Illinois. A57

4. Test, Health Behavior Inventory, refer to Appendix A, Tests Appropriate for Junior High, page 203.

Learning Activities

1. Quiz the students concerning the meanings of the following words: calories, carbohydrates, protein, minerals.

*2. Have students discuss good health habits in the following areas: sleeping habits, eating habits, exercising habits, other... You may wish to break the students into groups and have each group discuss one of these topics before the class. "Health Habits," page 669, Student Workbook, may be used as a guideline for these discussions.

3. Have students rate themselves on their health habits, pointing out areas in which they need to improve.

*4. Have students list what they believe to be the essential foods and why. See page 670, Student Workbook. Point out and discuss any misconceptions and discrepancies. Distribute "Food Chart," page 673, Student Workbook.

5. Have home economics teacher discuss essential foods and result of lack of essential foods.

6. Invite school nurse to come in and discuss important health habits, and why good habits now will aid us in the future.

*7. Discuss the relationship between energy and health. Whay jobs require what level of energy? What is employer's attitude toward slow or sluggish employees and employees who are constantly absent due to health problems? Consider:

    -Jobs require different levels of energy, and the level of energy is related to general health conditions.

    -Healthy workers are usually good productive workers. Good health is generally a result of good health habits.

UNIT 7

Lesson 2

APPEARANCE

Lesson Objective

Student will gain some concept of what is involved in good appearance, its effect on self and others, and the importance of good appearance in job preparation.

Prerequisite Lessons in This Unit

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Reference Notes on Appearance. Page 675
2. Do's and Don'ts of Hair Styling. Page 677
3. Fingernails and Manicure. Page 679
4. Do's and Don'ts of Good Looks. Page 680
5. Short Student Rating Sheet. Page 681

Teacher Supplement

No Materials

Recommended Materials (Order, prepare, or examine in advance.)

1. Films made at the University of Utah for Utah Interpersonal Perception Research show various people being interviewed. After seeing the film, students are asked to answer several questions about the person in the film in order to see how well they can judge people. They then may compare their answers. Film, "Utah Interpersonal Perception Research" is available from BYU Educational Media Service.

2. Film, Personal Qualities for Job Success, 11 min. $3.25, Coronet--BYU and University of Utah.

3. Film, Good Looks, 16 mm, sound 20 min. Free. Explains what teenage boys and girls want to know about good grooming and personal care.

Modern Talking Picture Service
922 Bannock Street
Denver, Colorado 80204

(Book at least one month in advance.)

Learning Activities

*1. Discuss, "Our appearance is the first means of introduction to others."

*2. Observe people in various situations (movies, books, magazines, real life, TV, etc.) for examples of the relationships between grooming and feelings. (For example: a poor boy, badly clothed, may be boisterous or shy to make up for it.) Cut out pictures which demonstrate this and show them on the opaque projector and discuss in class.

3. Show film, Personal Qualities for Job Success, (refer to Recommended Materials).

*4. Have students rate themselves, Short Student Rating Sheet, page 681, Student Workbook, on some grooming habits. Discuss each question. Refer to page 675, Student Workbook.

5. Have students role-play portraying various moods by assuming different postural positions. Have them suggest which postures (slump, ramrod, droopy, etc.) give which impressions. Or...show pictures or transparencies of people in different positions and have the students guess the person's mood from the picture. Then ask: what kind of mood does your posture suggest?

*6. Let boys and girls, in separate groups, outline what sort of dress impresses them most in the opposite sex and compare with what employers look for.

7. Present a panel or debate of girls and boys presenting their opinions on dress, appearance, etc., of the opposite sex.

8. Conduct student demonstrations on proper cleansing, make-up and have students practice application on each other.

9. Invite resource person to demonstrate hair styles that will flatter different faces. (Or discuss "Do's and Don'ts of Hair Styling," page 677, Student Workbook.) Videotape the before and after, or make transparencies of befores and afters, do's and don'ts, and discuss.

10. Ask a manager of a clothing store to demonstrate selection and care of clothing.

11. Discuss and add to, "Do's and Don'ts of Good Looks," page 680, Student Workbook. Also page 679, Student Workbook - Fingernails & Manicure.

12. Have students make a bulletin board of cut-outs portrahing how each person sees himself in the future. (Perhaps, dressed to go to job interview.)

13. Have students prepare exhibits on the "right" or "wrong" choice of clothing, make-up, harstyles for specific occasions or have groups prepare demonstrations on: manicure, care of clothes, eye make-up, etc.

Learning Activities (Continued)

14. Let students write down, for their reference, improvements they have made in the area of appearance during the last year, and where else they plan to improve, and how.

15. Discuss what modesty means and how it applies to appearance.

16. Present video tape of several people, one at a time, whom the students have never seen before. Give them an outline sheet and let them judge the person by his appearance. (Use the Utah Interpersonal Perception Research films, if possible, refer to Recommended Materials.) Discuss the bases upon which they make their judgments. Emphasize that we do judge by appearance.

*17. Discuss how personal appearance reflects a person's feelings about himself and influences how he is perceived by others.

*18. Have students analyze some of the following jobs in terms of health and appearance essential to success:

    a. Truck driver
    b. Secretary
    c. Businessman
    d. Farmer
    e. Airline stewardess
    f. Banker
    g. Fashion Designer
    h. Accountant
    i. Veterinarian

UNIT 7

Lesson 3

MANNERS

Lesson Objective

Student will gain a concept of good manners and their influence on others, especially as related to jobs and job interviews.

Prerequisite Lessons in This Unit

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Reference Notes on Table Manners. Page 683

Teacher Supplement

No Materials

Recommended Materials (Order, prepare, or examine in advance.)

1. Filmstrip and Cassette, Good Manners at School, Published by Eyegate. $11.50.

2. Watch Your Manners! Others Do, by Bruce Findlay and Esther Findlay, 48 pages 60¢, published by Education Services, 12 Scott Terrace, Kirksville, Missouri 63501

3. Manners for Young Moderns, by Elizabeth Lunn, 32 pages, 35¢. Published by Educational Services.

Learning Activities

*1. Discuss some important or essential manners when dealing with people. Include the following ideas:

   a. Good manners show refinement and consideration for others.
   b. Eating manners are important in all groups.
   c. Older as well as younger people have feelings and needs.
   d. Authority deserves respect from others.
   e. Good listening is as important as talking.
   f. There is a right and a wrong way to use a telephone.
   g. There is a difference between group and individual manners.
   h. Age, sex, station, and setting are some of the conditions which determine types of introduction.
   i. Proper speech reflects a person's refinement.

   (Refer to Reference Notes on Table Manners, page 683, Student Workbook.)

Learning Activities (Continued)

2. Role-play the impression that bad manners give to others, and what they say about the individual.

*3. Discuss which bad manners especially bother you, would bother others, and which could cause you not to be hired.

*4. List ten good manners necessary in a job interview.

UNIT 7

Lesson 4

PERSONAL CHARACTERISTICS FOR JOB PREPARATION

Lesson Objective

Student will become acquainted with some important personal characteristics in job preparation.

Prerequisite Lessons in This Unit

Lesson 1, Lesson 2, and Lesson 3

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Vocabulary. Page 686
2. Attitudes. Page 687
3. How Do You Talk? Page 689
4. Important Characteristics. Page 690. A list of some characteristics without which, though you may have ability, brains, skill, and information, you can hardly expect to succeed in competition with other people.

Teacher Supplement

1. Reference Notes on Some Important Traits. Page 166.

Recommended Materials (Order, prepare, or examine in advance.)

1. Filmstrip and Cassette, How Can I Improve Myself. Published by Eyegate. $11.50
2. Are You Adaptable? Popular Science
3. Awareness: Insight Into People - J.C. Penney Company
4. Building Self Confidence - Popular Science
5. Your Personality and Your Job - Science Research Associates
6. The World of Work - Educational Systems for Industry. 20 taped cassettes about work environment and on-the-job interpersonal relations, employer expectations, behavior that will help get promotions, etc.
7. Am I Dependable? - Coronet
8. Am I Trustworthy? - Coronet

Recommended Materials (Continued)

9. Are You Ready For a Job? Bureau for Audio Visual Instruction

10. Your Job - Good Work Habits - Coronet

11. Getting Along On the Job (Kit) - Avid Corporation. Four filmstrips concerning job attitudes, problems, situations, and necessary adjustments.

12. Liking Your Job and Your Life (Series) - Guidance Associates

Learning Activities

1. Quiz students on vocabulary, page 686, Student Workbook.

*2. Have student rate himself on the scale, "Attitudes," page 687, Student Workbook. Discuss also "How Do You Talk," page 689, Student Workbook.

*3. Let the students discuss many of the questions in learning activity 2. This may take more than one day and is a good opportunity for value clarification. You may want to make up some value clarification sheets to aid the discussion.

4. Have students complete, "How Do You Talk?" Discuss.

*5. Have the students complete the list, "Important Characteristics," page 690, Student Workbook. They should first rate themselves and then take the list to someone that they know and trust to be truthful, and have that person also rate them. In groups, let them discuss the discrepancies they found between their own rating and that of another person's. Have them list the characteristics in the order they consider them to be the most important. Clarify values involved.

TEACHER SUPPLEMENT MATERIALS

UNIT 7

Lesson 4

REFERENCE NOTES ON SOME IMPORTANT TRAITS

The man who gets along with people meets them courteously. He adjusts himself to any reasonable set of conditions, and shows tact and open-mindedness in settling differences of opinion as well as willingness to carry out completely the orders of superiors. In cooperating with others, the individual does not have to become a "yes" man, but defends his ideas and opinions frankly and open-mindedly. He asks for help, gives help, and is ready to give credit to others.

Appearance and Manners

How a man looks and how he acts--his appearance and his manners--give other people an impression about him. The man who creates a good impression has a personal pride in neatness and cleanliness. His habits of dress and manner conform to those generally accepted by the group with which he is associating.

Ambition and Objectives

A vocational objective--understanding of the type of job one wants and is able to fill--increases a person's effectiveness in seeking employment. He should take advantage of every opportunity to analyze his own capacities and to learn about employment opportunities and trends. He should learn enough about several occupations so that he knows something about abilities and knowledge required in each. Then he has a better basis for judging his own interests and aptitudes. Most educational institutions today have trained counselors who help students with these problems.

Social and Community Responsibility

Much is said these days about the importance of a sense of social responsibility. Social and civic responsibility involves participation in the activities of the group and community in which one lives and works, and an attempt to understand and improve various trends and ideas. Business and industry are vital parts of the social scene. They want men who are aware of social and civic life.

Character

The young man whose attitude toward his job, his friends, and himself is marked by honesty, dependability, and courage--and whose actions and appearance bespeak these traits, has character.

Enjoyment of Work

Seemingly threadbare as the words "hard work" may be, business and industry continue to want and reward the young person who begins a day with a vigor which continues unabated until the job is done. The successful man takes his work seriously and puts forth steadily his best efforts. Such a person has a wholesome attitude toward his fellow workers. He considers himself a part of the company and runs his job for the good of the organization as a whole.

Initiative

Initiative involves not only awareness and imagination in seeing things to do but also courage and determination in getting them done. In business and industry the rapidly changing technology requires individuals with ability to handle changing ideas and to formulate new associations of old ideas.

Mental Alertness

Intelligence according to the dictionary, is the "faculty to understanding." Scholarship, as shown by grades, is the first index of mental ability which an employer can obtain. There are, of course, all kinds and varieties of intellectual abilities necessary for job success. But, business and industry expect from every man a continuing intellectual growth after high school or college.

Judgment

Good judgment helps a man to understand assignments without requiring too many detailed explanations. It aids him in deciding what to do with himself and what to ask someone else to do. It influences the way he does a given job and his relationship to all with whom he comes in contact.

Health

Health is a personal investment. A man's physical and mental condition and what he does to maintain it are important. Employers want people who make the most of their physical endowments. The healthy man has vitality, energy, enthusiasm for his work and play.

UNIT 7

Lesson 5

JOB APPLICATION AND INTERVIEW

Lesson Objective

Student will be able to demonstrate the important factors in a job interview and job application.

Prerequisite Lessons in This Unit

Lesson 1, Lesson 2, Lesson 3, Lesson 4

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Application and Interview Hints. Page 693
2. Interview Questions. Page 695

Teacher Supplement

No Materials

Recommended Materials (Order, prepare, or examine in advance.)

1. "Be Seated With Confidence." Available from Employment Security Offices.
2. Utah Job Guide, published October 1, 1968, entitled Finding Your Job By an Interview. Utah Department of Employment Security, 174 Social Hall Avenue, Salt Lake City, Utah 84111.
3. Teenage Manual - Chapter 5. Edith Heal, Simon and Schuster
4. High School Days - Detjen and Detjen, McGraw-Hill, New York, New York.
5. Resource People: Employment Office - Role-playing hippy and straight guy.
6. Brewer, J. M. and Landy, Edward, Occupations Today. Boston: Gin and Co., 1956. Chapter XVIII
7. Mahoney, H. J., and Engle, T. L., Points for Decision. New York: Harcourt, Brace & World. Rev. Ed. 1961, Chapter 12.
8. Peterson, Eleanor, Successful Living - Boston: Allyn and Bacon, 1959 Chapter 27
9. Worthy, J. C., What Employers Want - Chicago: Science Research Associates, 1950.
10. Dreese, Mitchell, How To Get the Job - Science Research Associates, Inc., Chicago, Illinois, 1960

Recommended Materials (Continued)

11. Excellent article in: Readers' Digest, October, 1971. Pages 197-202. (Interview ideas)

12. Getting a Job, Encyclopedia Britannica Films. 16 mm, sound, b/w, 16 min.

13. Your Job Series - Coronet Films. Six films that acquaint potential job seekers with the way to get the right job and keep it.

14. Getting and Keeping Your First Job - Guidance Associates. $35.00 This two-part sound flimstrip provides suggestions for successfully making the transition from school to the world of work.

15. Can I Get a Job? Let's Find Out - General Motors Corporation, Free. Comic book approach

16. Job Finding (Sets I and II) - Popular Science Audio-visuals, Inc.

17. Job Guide for Young Workers - U.S. Government Printing Office, 1969-70, $1.50. Presents highlights on entry jobs or fields or work frequently held by young people leaving high school. Includes tips on how to get a job.

18. The Job Ahead, by New Rochester Occupational Reading Series, 1963, Syracuse University Press. Volume 3, Reorder No. 5-1931 (See Appendix A)

Learning Activities

1. Have students consider what locality, etc., they wish to work in, what kind of job they are looking for, etc. Discuss: Should we be willing to start at the bottom? Is it a disgrace to do certain kinds of work?

*2. Have each student actually write a letter of application on correct stationary, correctly folded and addressed. Choose typical letters and have the group comment on their strong and weak points. Refer to "Application and Interview Hints," page 693, Student Workbook.

*3. Have students consider, in groups, the kinds of questions they would ask in an interview. Let them make up questions, use reference material, etc., and make up their own lists of questions to ask. Refer to "Interview Questions," page 695, Student Workbook.

4. Have students divide into groups, each group to do a presentation or skit on a certain aspect of interviewing, i.e., health, appearance, manners, attitude, question-answering, etc.

5. Ask someone else who does a lot of interviewing, to come and talk about what he looks for in an interview (perhaps interviewer from employment service).

6. Stage an interview with a hippy-type, who then changes and becomes Joe College. Ask for volunteers to do the interviewing.

Learning Activities (Continued)

*7. Have the students come to class dressed as they would for an interview. Assign them a role to play during the interview the day before or sooner, perhaps giving them different VIEW sheets about occupations. Have the students use their interview questions and role-play interviews with each other. Have it judged, and video-tape some of the interviews.

8. After the role-playing, list on the board the questions the interviewees felt were most perceptive, and what questions the interviewers felt helped them most to learn about the interviewee, what impressed them, etc.

9. Give some instances of interviews (use Recommended Materials for examples of interviews) and have the students relate what was correct or wrong with the interviews. (Could be used for final evaluation.)

NEWS
NEWS
NEWS

Unit 8

Job and Self

UNIT 8

JOB AND SELF

Unit Objective

The student will make a choice of a broad occupational field or job family and study it in depth.

Prerequisite Units

Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, and Unit 6

Lesson and Lesson Objective

Page Number

1. Lesson 1 - Choosing.................................... 172

Objective: Student will choose an occupation or occupational field which matches his interests, achievement, attitudes, and aptitudes (personal characteristics).

2. Lesson 2 - Research.................................... 179

Objective: Student will research and analyze an occupation or occupational field which matches his interests, achievement, attitudes, and aptitudes (personal characteristics).

Lesson Sequence

Levels				
A	B	C	D	E
			Lesson 1---------→	Lesson 2

UNIT 8

LESSON 1

CHOOSING

Lesson Objective

Student will choose an occupation or occupational field which matches his interests, achievement, attitudes, and aptitudes (personal characteristics).

Prerequisite Lessons In This Unit

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Outline of discussion, "How Can I Be Sure to Choose a Job That is Best for Me?" Page 698
2. Some Work Values. Page 699
3. Value Questions. Page 700
4. Holland's Major Occupational Environments. Page 701
5. Case Studies. Page 703
6. Student Career Evaluation Worksheet. Page 707

Teacher Supplement

1. An Answer Sheet for the Work Values Inventory. Page 178. Could be used should you decide to use the test and wish to use it over and over, rather than dispose of the booklets each time. Also will give you an idea of the contents of the Work Values Inventory.

Recommended Materials (order, prepare, or examine in advance)

1. Filmstrip and record, Society for Visual Education #C788-3, Counseling in Vocational Decision. This filmstrip discusses the family as a social institution, its interdependence and its tensions in a changing situation. The film then gives examples of family role and problems in vocational decision.
2. Test, Work Values Inventory. For further information refer to "Tests Appropriate for Junior High," in Appendix A - Resources: Materials and Ideas.
3. Filmstrips (2) and cassettes, Choosing Your Career. Publ. by Guidance Associates. $39.00

Recommended Materials (Continued)

4. Filmstrips (2) and cassettes, Liking Your Job and Your Life, Published by Guidance Associates. $39.00.

5. Filmstrip and cassette, Seeing the Whole Picture, by Eyegate House. $11.50.

6. Choosing Your Occupation - Coronet Films. Self appraisal, occuapational possibilities, preparation requirements and guidance services are covered.

7. Who Are You? What Do You Want to Be? (From Foundations for Occupational Planning) Society for Visual Education

8. Who Do I Want to Be? Popular Science

9. Finding Your Orbit 8005 - by Haldman, Hoffman, Moore and Thomas Chronicle Guidance Publications, Inc., 1966, $1.00 Helps students (6-8) analyze their abilities, interests and aptitudes and use these insights to investigate appropriate occupational and educational opportunities.

10. Focus (Discovery Through Guidance) - by Charlotte Marie Bruck, The Bruce Publishing Company. A group guidance booklet for eighth grade with units on educational focus, social focus, personal focus, and vocational focus.

11. Career Development Service - Palmer Publications, 1970. Includes check lists, inventories, etc.

12. Charting Your Job Future - by Lambert L. Gilles, Science Research Associates, $1.95. Provides self-administered inventories to help students assess their interests, abilities, and personalities and relate them to careers.

13. The Big Question, Choosing Your Career - Association Films, Inc. 16 mm, sound, b/2, 30 min.

14. Choosing Your Occupation - Coronet

15. Finding Your Orbit - by Haldeman, Joffman, Moore, and Thomas Chronicle Guidance Publications. Workbook helps students analyze their abilities, interests, aptitudes and use these insights to investigate appropriate educational and occupational opportunities.

16. Your Job and Your Future - McGraw-Hill

17. How to Investigate Vocations - Coronet Films. 11 min., 16 mm. film shows a high school boy taking "tests," reading about vocations, talking to people in various occupations, and getting summer job experience to determine interests, traits, and aptitudes.

18. Listen, Listen - Ford Motor Company, 1968, Free Rental. 25 min., 15 mm sound color film on various pathways leading to career fulfillment.

Recommended Materials (Continued)

19. My Life to Lead - Coronet Films

20. Planning Your Career - Encyclopedia Britannica

21. Career Planning and Vocational Guidance (Set) - Popular Science Audio-Visuals, Inc. Captioned filmstrips on vocational guidance and career planning.

22. Your Job: Finding the Right One - Coronet Films

23. Exploring the World Of Work - Wisconsin State Employment Service, Free. Discusses thinking about work roles and choosing the right work role.

24. Aptitudes and Occupations - Coronet Films, B/W - $97.50; Color - $195.00. 1½ reels, 16 mm. Students and counselor examine scholastic achievement, aptitude and interests. Tests used to guide students toward the selection of a satisfying occupation.

25. Facing Facts About Planning - Prudential Insurance Company

26. Finding Your Life Work - Bureau of Audio-Visual Instruction 20 min. film shows how health, character, general education, citizenship, interests, abilities, ambition, willingness to work, knowledge of self and special training are all important in choosing your life work.

27. Planning My Future - American Guidance Service, Inc., 1962, $ .90 One of a series of graded guidance texts. Flip charts to stimulate a discussion are also available.

28. Planning My Future - by Wendell P. Hill, Science Research Associates, Inc., $ .90. Contains self-administered tests and inventories to guide student in making preliminary vocational and educational decisions.

29. Your Career - Warp Publishing Company. A workbook in which to record personal data, scholastic records, abilities and aptitudes, interests, personality traits, post-high school plans and aspirations, requirements for vocational fields under consideration and a budget for post-high education.

Learning Activities

1. Show filmstrip (and record) Counseling in Vocational Decisions (mentioned in Recommended Materials). Discuss. Discussion should include the following questions:

    a. How does a family help its members to move from dependence to independence?
    b. Should youth consider the advice of their parents regarding their career? Why?
    c. How can parents and youth work together in the consideration of a life work and vocational decision?

2. Discuss the concepts presented in "How Can I Choose a Job that is Best for Me?", page 698, Student Workbook. You may desire to tie these concepts into an overhead-transparency presentation for both students and parents.

3. Using the "Value Questions," page 700, Student Workbook, have students write a paragraph on each question and then read the paragraphs in class. Or ask the students the questions and, where appropriate, have the students vote on their choice of answer. The questions may be used in a discussion. Ask "why?" frequently to help the students to consider their values concerning various job traits.

4. Have students volunteer to discuss their plans for the future with the class. Other students may question that student who is in focus as to why he chose that particular field or occupation, etc. This could be a good values discussion, and you may wish to tie "Some Work Values," page 699, Student Workbook, into this discussion or into Learning Activity 3.

5. Have students take the Work Values Inventory. Discuss each value in the inventory and the students' scores on this test. (See Recommended Materials).

6. Discuss Holland's Major Occupational Environments, page 701, Student Workbook. Have students discuss if they have the traits and interests, etc. to fit into any of these environments. How valid do they consider the environments to be?

7. Toward the end of this lesson, it would be appropriate to inverview each student with his parents as to his plans for the future and how realistic they are in terms of grades, aptitudes, interests, future classes etc.

8. Have students study, or read to them, Case Studies, page 703, Student Workbook. Divide students into groups, each to read and answer a case study and report results or solution to the class. Then have students write up case study on themselves and allow another group to solve it. Do this without divulging student's name. Discuss with student the projected solution.

9. Have student write a report on his choice of an occupation or occupational field, and what consideration he has given those items (values, etc.) mentioned in the previous learning activities in the making of his choice. You may wish to have students complete the student Career Evaluation Worksheet, page 707, Student Workbook, as an aid in completing this learning activity.

TEACHER SUPPLEMENT MATERIALS

UNIT 8

LESSON 1

WORK VALUES INVENTORY
(An Answer Sheet)

NAME________________________ DATE OF BIRTH____________________
SEX____MALE____FEMALE AGE________
DATE________________________ GRADE_______

Read the instructions in the test booklet on page 3. Do not make any marks in the test booklet. Circle your choice of the degree of importance below:

5 means "Very important."
4 means "Important."
3 means "Moderately Important."
2 means "of Little Importance."
1 means "Unimportant."

1. 5 4 3 2 1
2. 5 4 3 2 1
3. 5 4 3 2 1
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VALUE	RAW SCORE
Creativity	
Management	
Achievement	
Surroundings	
Supervisory Relations	
Way of Life	
Security	
Associates	
Esthetics	
Prestige	
Independence	
Variety	
Economic Return	
Altruism	
Intellectual Stimulation	

UNIT 8

Lesson 2

RESEARCH

Lesson Objective

Student will research and analyze an occupation or occupational field which matches his interests, achievement, attitudes, and aptitudes (personal characteristics).

Prerequisite Lessons

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Guidance Paper. Page 716
2. Publishers of Occupational Information. Page 717
3. Tentative Career Choice Questionnaire. Page 725
4. Career Study Sheet. Page 728
5. My Career Planner. Page 730. Prepared by Careers, Inc., Largo, Florida 33540. Single copies, 35¢; multiple copy prices on request.

Teacher Supplement

No Materials

Recommended Materials (Order, prepare or examine in advance.)

1. Handbook for Sources of Occupational Information. Available from the Utah Board of Education, 1968.
2. Educator's Guide to Free Guidance Materials, Educator's Progress Service, Inc.

Learning Activities

1. For this lesson, students are to write a report on their choice of an occupation or occupational field. (See Guidance Paper, page 716, (Student Workbook)

   Consideration should be given to: ability, interest, family influence, economic status, course of study and grades; cultural, home community influence; job opportunities; characteristics of self and job.

   In addition, as part of the report you may wish to require that the student prepare a tentative high school course of study which coincides with the subject of his report.

   The Tentative Career Choice Questionnaire, page 717, Student Workbook, and the Career Study Sheet, page 728, Student Workbook, may give them guidelines in their choices and the types of information which ought to be researched for their reports. They should be completed before beginning on the report.

   For the report they are required to have sent for information. The materials listed under "Recommended Materials" for this lesson as well as the "Publishers of Occupational Information," page 717, Student Workbook, should be helpful.

   "My Career Planner," page 730, Student Workbook, could be incorporated into the report, should you so desire.

2. It may be helpful for you to have copies of reports that other classes have done, for the students to examine.

Unit 9
On to High School

UNIT 9

ON TO HIGH SCHOOL

Unit Objective

Student will select his high school program in conjunction with his high school opportunities and his registration for high school.

Prerequisite Units

Units 1, 2, 3, 4, 5, 6, and 8

Lesson and Lesson Objective — Page Number

Lesson 1 - What's at High School.............................. 182

Objective: Student will become acquainted with high school subjects, courses, and related terminology.

Lesson 2 - Registration for High School...................... 184

Objective: Student will outline a program course of study for high school and complete his tentative registration for the next grade (9th or 10th).

Lesson Sequence

Levels

A	B	C	D
		Lesson 1----------->	Lesson 2

UNIT 9

LESSON 1

WHAT'S AT HIGH SCHOOL

Lesson Objective

Student will become acquainted with high school subjects, courses, and related terminology.

Prerequisite Lessons In This Unit

None

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Vocabulary. Page 735
2. Sample sheet, "High School Subjects." Page 736
3. Sample Four-Year Programs. Page 738
4. High School Courses of Study. Page 739
5. High School Graduation Requirements. Page 741

Teacher Supplement

No materials

Recommended Materials (order, prepare, or examine in advance)

1. If your high school has handbooks available, telling about the school, obtain enough copies for your class to look at.

Learning Activities

*1. Quiz students on vocabulary. Have them look up definitions as a group, and participate in vocabulary bee. Refer to Page 735, Student Workbook.

*2. Using sheet "High School Courses of Study," Page 739, Student Workbook, discuss with students requirements of, advantages of, and aptitudes necessary for each course of study.

*3. In conjunction with learning activity 1, discuss classes available at the local high school (see "High School Subjects," Page 736, Student Workbook.

4. Invite the high school counselor to come and discuss with the students the various classes, preparation necessary, and available courses of study.

*5. Discuss "High School Graduation Requirements," Page 741, Student Workbook.

*6. Go over "Sample Four-Year Programs," Page 738, Student Workbook. Make up some sample programs with the students or give assignments to students to do so. Discuss how programs fulfill graduation requirements and what preparation they give in the various courses of study (college prep., home ec., business, etc.).

You may desire to have the students work in groups or individually to write such sample programs as: college bound with emphasis in sciences (wants to be a doctor), wants a job immediately upon graduation at Geneva Steel; would like job in auto garage to work way through college; wants to graduate and get married, etc.

UNIT 9

LESSON 2

REGISTRATION FOR HIGH SCHOOL

Lesson Objective

Student will outline a program or course of study for high school and complete his tentative registration for the next grade (9th or 10th).

Prerequisite Lessons In This Unit

Lesson 1

Materials in Student Workbook and Teacher Supplement

Student Workbook

1. Own Sample High School Program. Page 743
2. Sample School Planning Sheet. Page 744
3. Sample Official Registration Ninth Grade 1971-72. Page 745
4. Student Workbook materials from Lesson 1. What's At High School, Pages 735-741.
5. Tentative Four-year Education Program for High School. Page 746, (for reference).

Teacher Supplement

No materials

Recommended Materials (order, prepare or examine in advance)

1. Guidance Objectives, prepared by Robert M. Dunford, Clearfield High School, gives suggestions of additional appropriate learning activities. Also contains a section on "Occupational Titles and Recommended Courses."
2. Student's own occupational notebook containing information about self, job, school, etc. which he has been compiling for three years while in 7th, 8th, and 9th grades.

Learning Activities

*1. Have students fill out "Own Sample High School Program," Page Student Workbook. They may desire to fill out more than one, giving themselves several alternatives. Start with having them fill in those subjects which are required in order to graduate. Discuss any materials you have related to math sequences, special courses, etc.

*2. After learning activity 1 is completed, have students (after discussion of "School Planning Sheet," Page 744, Student Workbook or Tentative Four-year Education Program, Page 746 and "Official Registration Ninth Grade 1971-72," Page 745, Student Workbook) fill out those two forms.

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APPENDIX A

RESOURCES: MATERIALS AND IDEAS

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LIST OF SOURCES OF OCCUPATIONAL INFORMATION AND MATERIALS

Abelard Schuman Ltd.
6 N. 57th Street
New York, New York 10019

Abingdon Press
201 Eighth Avenue, S.
Nashville, Tenn. 37202

Accounting Career Council
Distribution Center
College of Business Admin.
Notre Dame, Indiana 46556

A.H. Pembroke Co.
33e South 3rd East
Salt Lake City, Utah 84111

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02110

American Academy of Pediatrics
P.O. Box 1034
Evanston, Ill. 60204

American Personnel and Guidance Association
Publication Sales
1607 New Hampshire Aven. N.W.
Washington, D.C. 20009

AFL-CIO Film Division
815 16th Street, N.W.
Washington, D.C. 20006

Arco Publishing Company, Inc.
219 Park Avenue South
New York, N.Y. 10003

American Association for Health,
Physical Education and Rec.
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Assoc. of University Women
Educational Center
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

American Book Company
55th Fifth Avenue
New York, New York 10003

American Guidance Service
Publishers Building
Circle Pines, Minn. 55014

American Hospital Association
Film Library
840 North Lake Shore Drive
Chicago, Ill. 60611

American Institute of Biological
Sciences, Inc.
3900 Wisconsin
Washington, D.C. 20016

American Music Conf.
332 S. Michigan Avenue
Chicago, Ill. 60604

American Trucking Association
1616 P. Street, N.W.
Washington, D.C. 20036

Argus Films
Distributors-Churchill-Wexler
Film Prod.
801 North Seward Street
Los Angeles, Cal. 90000

Association Films, Inc.
600 Madison Avenue
New York, New York 10022

Avid Corporation
Instructional Systems Division
Ten Tripps Lane
East Providence, R.I. 02914

Bailey Films, Inc.
6509 De Longpre Avenue
Hollywood, Cal. 90028

Benefic Press
10300 W. Roosevelt Road
Westchester, Ill. 60153

B.F.A. Education Media
2211 Michigan Avenue
Santa Monica, Cal. 90404

B'nai B'rith Vocational Services
1640 Rhode Island Ave., N.W.
Washington, D.C. 20036

Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, Ind. 46206

Bowmar Publishing Corp.
622 Rodier Drive
Glendale, Cal. 91201

Bruce Publishing Co.
New York, New York

Bureau of Audio Visual Instruction
1327 University Ave.
P.O. Box 2093
Madison, Wis. 53701

Career Information Service
Southeastern Reg. Voc.-Tech. School
250 Foundry Street
South Easton, Mass. 02375

Career Planning Center
Placement Services
3200 Student Activities Bld.
University of Michigan
Ann Arbor, Mich. 48104

Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Carlton Films
2870 Bartells Drive
Beloit, Wis. 53511

Centron Corporation
Dis-Young American Films
18 East 41 Street
New York, New York 1000

The Challenge Reader Series
McCormick-Mathers
300 Pike Street
Cincinnati, Ohio 45202

Children's Press
1224 West Van Buren Street
Chicago, Ill. 60607

Children's Record Guild
(Young People's Records)
100 Sixth Avenue
New York, New York 10013

Chronical Guidance Publishing Inc.
Moravia, New York 13118

Continental Publ. Co.
1261 Broadway
New York, New York 10001

Coronet Films
65 E. South Water Street
Chicago, Ill. 60601

Charles E. Merrill Publ. Co.
Columbus, Ohio

Counselor Films, Inc.
1422 Chestnut Street
Philadelphia, Pan. 19102

Coward McCann, Inc.
200 Madison Avenue
New York, New York 10016

Crowell, Thomas Y. Co.
201 Park Avenue, S.
New York, New York 10003

David C. Cook Publ. Co.
850 N. Grove Ave.
Elgin, Ill. 60120

CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

David McKay Co., Inc.
750 Third Avenue
New York, New York 10016

Denoyer-Geppert, Times Mirror
5235 Ravenswood Avenue
Chicago, Ill. 60640

Day, John Co., Inc.
200 Madison Avenue
New York, New York 10016

Detroit Visual Ed. Consultants
Detroit, Mich. 48200

Division of Health Film Library
P.O. Box 309
Madison, Wis. 53701

Dodd, Mead & Co.
79 Madison Avenue
New York, New York 10016

Doubleday and Co.
School and Library Division
Garden City, New York 11530

Dutton, E.P. and Co.
201 Park Avenue, South
New York, New York 10003

DuKane Special Products Division
St. Charles, Illinois 60174

Eastman Kodak Co.
Information Films
343 State Street
Rochester, New York 14659

Edu-Craft, Inc.
6475 Dubois
Detroit, Michigan 48200

Educational Affairs Department
Ford Motor Co.
Dearborn, Michigan 48120

Educational Dimensions
Box 146
Great Neck, New York 11023

Educational Film Library
Association, Inc.
250 West 57 Street
New York, New York 10019

Educational Enrichment
Materials, Inc.
83 East Ave.
Norwalk, Conn. 06851

Educational Horizons Press
Box 751
Melville, New York 11746

Educational Progress Corp.
8538 East 41st Street
Tulsa, Oklahoma 74415

Educators Progress Service, Inc.
Randolph, Wisconsin 53956

Educational Reading Service
320 Route 17
Mahwah, New Jersey 07430

Educational Resources, Inc.
P.O. Box 353, Old Chelsea Station
New York, New York 10011

Educational Record Sales
157 Chambers Street
New York, New York 10007

The K.D.I. Corporation
Educational Systems for Industry
4933 Auburn Ave.
Bethesda, Maryland 20014

Encyclopedia Britannica Ed. Corp.
425 N. Michigan Avenue
Chicago, Ill. 60611

Eyegate House, Inc.
146-01 Archer Ave.
Jamaica, New York 11435

Engineering Foundation
Taylor Hall, 159
University of Texas
Austin, Texas 78700

Farm Film Foundation
1425 M. Street, N.W.
Washington, D.C. 20005

Ferguson, J.C. Publ. Co.
Six N. Michigan Avenue
Chicago, Ill. 60602

Film Associates of California
11559 Santa Monica Blvd.
Los Angeles, Cal. 90025

Finney Company
3350 Gorham Avenue
Minneapolis, Minn. 55426

Firestone Tire and Rubber Co.
1200 Firestone Parkway
Akron, Ohio

Follett Publishing Co.
1000 N. Washington Blvd.
Chicago, Ill. 60607

Ford Motor Co.
Service Training Department
Central Office Building
The American Road
Dearborn, Mich. 48121

Frith Films
1816 North Highland Avenue
Hollywood, Cal.

Garden City Books (Doubleday)
Garden City, New York 11530

General Electric
Educational Relations Service
1 River Road
Schenectady, New York 12300

General Motors, Corp.
Public Relations Staff
Detroit, Michigan 48202

George A. Pflaum Publ.
38 W. Fifth St.
Dayton, Ohio 45402

Girl Scouts, Inc.
Visual Aids Services
155 East 44 Street
New York, New York 10000

Goodrich, B.F. Co.
Akron, Ohio

Gordon Flesch Co.
225 Beltline Highway, N.
Madison, Wis. 53713

Grosset & Dunlop Publ. Co.
51 Madison Avenue
New York, New York 10010

Guidance Associates
Pleasantville, New York 10570

Halewyn Films
106 John Street
Toronto, Canada

Harcourt, Brace & World, Inc.
757 Third Avenue
New York, New York 10017

Harper and Row, Publ.
2500 Crawford Avenue
Evanston, Ill. 60201

Harper and Row, Pub.
Keystone Industrial Park
Scranton, Pa. 18512

Hawthorne Books, Inc.
70 Fifth Ave.
New York, New York 10011

Health Careers Program
P.O. Box 289
Madison, Wis. 53701

Henk Newenhouse, Inc.
1825 Willow Road
Northbrook, Ill. 60093

Holt, Rinehart & Winston
383 Madison Avenue
New York, New York 10017

Human Resource Consultants
1950 Allison Park Drive
Richland Center, Wis. 53581

Houghton-Mifflin Co.
2 Park Street
Boston, Mass. 02107

Imperial International Learning
P.O. Box 548
Kankakee, Ill. 60901

Indiana Employment Security Div.
Indiana State Employment Service
10 North Senate Avenue
Indianapolis, Ind. 46204

Indiana University
Audio Visual Center
Bloomington, Indiana 47401

Institute for Research
537 S. Dearborn Street
Chicago, Ill. 60600

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

Instruction Media Company
P.O. Box 185
Green Lake, Wis. 54941

International Communications
Div. of Doubleday
Santa Ana, Cal. 92705

IPD Publishing Co., Inc.
461 Park Avenue So.
New York, New York 10016

Jam Handy, Inc.
2861 East Grand Blvd.
Detroit, Mich. 48211

J.C. Penny Co.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

Julian Messner
One West 39th Street
New York, New York 10018

John Colburn Assoc., Inc.
265 Alice Street
Wheeling, Ill. 60090

Johnson Press, Inc.
Voc. Ed. Division
P.O. Box 4156
1800 Broadway
Rockford, Ill.

J. Weston Walch, Publ.
Box 658
Portland, Miane 04104

Jon Kennedy Cartoons
Box 1488
Little Rock, Arkansas 72203

Knopf, Alfred, A., Inc.
33 W. 60th Street
New York, New York 10023

Lawren Productions, Inc.
P.O. Box 1542
Burlingame, Cal. 94010

Learning Arts
P.O. Box 917
Wichita, Kansas

Lippincott, J.B. Co.
E. Washington Square
Philadelphia, Pa. 19105

Lothrop Publ. Co.
105 Madison Avenue
New York, New York 10006

Louis DeRochemont Assoc., Inc.
18 E. 48th Street
New York, New York 10017

Lyons and Carnahan
Ed. Div. - Meredith Corporation
407 E. 25 Street
Chicago, Ill. 60610

National Vocational Guidance Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Minnesota Guidance Pupil Personnel Service
Minnesota State Dept. of Education
Centennial Office Building
658 Cedar St.
St. Paul, Minnesota 55101

NEWIST
P.O. Box 7711
Green Bay, Wis. 54303

New York Life Insurance Co.
Career Information Service
Box 51
Madison Square Station
New York, New York 10010

New York State Department of Labor
370 7th Ave.
New York, New York

Occupational Outlook Service
Bureau of Labor Statistics
U.S. Dept. of Labor
Washington, D.C. 20212

Ohio State Bureau of Employment Services
145 South Front Street
Columbus, Ohio 43215

Owen, F.A. Publ. Co.
Dansville, New York 14437

Pat Dowling Pictures
1056 South Robertson Blvd.
Los Angeles, Cal. 90000

Palmer Publications
25 W. 45 Street
New York, New York 10036

Personnel Services
P.O. Box 306
Jaffrey, New Hampshire 03452

Phoebe James Thythm Records
Box 904
Mentone, Cal. 92359

Popular Science Audio Visuals
5235 Ravenswood Avenue
Chicago, Ill. 60640

Prudential Insurance Co.
Prudential Plaza
Newark, New Jersey 07101

Psychological Corporation
304 E. 45th Street
New York, New York 10017

Public Affairs Pamphlets
381 Park Ave. S.
New York, New York 10016

Putnam's, G.P. Sons
200 Madison Avenue
New York, New York 10016

Radio House
University of Texas Press
Box 7819
University Station
Austin, Texas 78712

R.A. Stone Products
18279 Livernois
Detroit, Mich. 48221

Ramdom House School & Library
Service
201 East 50th Street
New York, New York 10022

Regents Publishing Company
Div. of Simon & Schuster, Inc.
200 Park Ave. So.
New York, New York 10003

Reynolds Metal Co.
Richmond 18, Virginia

Richtext Press
1224 West Van Buren Street
Chicago, Ill. 60607

R.L. Polk & Company
130 4th Ave. N.
Nashville, Tenn. 37219

R.O.A.'s Films
1696 North Astor Street
Milwaukee, Wis. 53202

Rosen, Richard Press, Inc.
29 East 21st Street
New York, New York 10010

St. Paul Public Library
90 West Fourth Street
St. Paul, Minn. 55102

San Diego County
Department of Education
Audio Visual Service
San Diego, Cal.

Science Research Associates
259 East Erie Street
Chicago, Ill. 60611

Scribner's, Charles Sons
597 Fifth Avenue
New York, New York 10017

Sears Roebuck Foundation
7435 Skokie Boulevard
Skokie, Ill. 60076

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, Wis. 53210

Silver Burdett Company
Park Ave. & Columbia Road
Morristown, New Jersey 07960

Simon and Schuster, Inc.
630 Fifth Avenue
New York, New York 10020

S.L. Film Productions
5126 Hartwick Street
Los Angeles, Cal. 90041

Soc. for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Ill. 60614

Steck-Vaughn Co.
Austin, Texas 78700

Success Motivation Institute
P.O. Box 7614
Waco, Texas

Troll Associates
East 64 Midland Avenue
Paramus, New Jersey 07652

United Airlines
Director of Personnel
Executive Offices
P.O. Box 66100
Chicago, Ill. 60666

United World Films, Inc.
221 Park Avenue South
New York, New York 10003

University of Minnesota
Dept. of Audio Visual Extension
2037 University Ave., S.E.
Minneapolis, Minn. 55455

University of Wisconsin - La Crosse
Film Library, A-V Center
La Crosse, Wis. 54601

U.S. Air Force Headquarters
Recruiting Service
Randolph Air Force Base, Texas 78148

U.S. Army
Army Opportunities
Hampton, Virginia 23669

U.S. Dept. of Agriculture
Washington, D.C. 20250

U.S. Government Film Service
U.S. Office of Education
DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

U.S. Department of Labor
Bureau of Labor Statistics
911 Walnut Street
Kansas City, Missouri 64106

Utah Department of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

Utah Department of Employment
Security
174 Social Hall Avenue
Salt Lake City, Utah 84111

U.S. Govt. Printing Office
Supt. of Documents
Washington, D.C. 20402

Valient, Inc.
237 Washington Avenue
Hackensack, New Jersey 07602

Viking Press, Inc.
625 Madison Ave.
New York, New York 10022

Visual Ed. Consultants
2066 Helena Street
Madison, Wis. 53701

Vocational Films
111 Euclid Avenue
Park Ridge, Ill. 60068

Vocational Guidance Manuals
235 East 45th Street
New York, New York 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, New York 10003

Wallace Puppet Films
Dist.-Athena Films
165 West 46th St.
New York, New York

Watts, Franklin
575 Lexington Ave.
New York, New York 10022

Webster Division
McGraw-Hill
Manchester Road
Manchester, Mo. 63011

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, Calif. 90025

Whitman, Albert & Co.
560 W. Lake St.
Chicago, Ill. 60606

Wisconsin Board of Vocational-
Technical & Adult Education
137 E. Wilson Street
Madison, Wis. 53702

Wisconsin Dells Chamber of Commerce
Wisconsin Dells, Wis. 53965

Wis. Dept. of Public Instruction
126 Langdon Street
Madison, Wis. 53702

Wis. State Employment Service
Occupational Analysis Field Center
310 Price Place
Madison, Wis. 53705

Wisconsin Telephone Company
722 N. Broadway
Milwaukee, Wis. 53202

World Book Encyclopedia
Merchandise Mart Plaza
Chicago, Illinois

World Publishing Company
2231 West 110th Street
Cleveland, Ohio 44102

Young America Filmstrips
c/o McGraw-Hill Book Co.
330 West 42nd Street
New York, New York 10036

Young People's Records
Children's Record Guild
100 6th Avenue
New York, New York

EQUIPMENT AND FURNISHINGS LIST

ITEM	USES	SOURCE	COST (Approximate)
Filmstrip Projector	Viewing filmstrips on a large group or class basis.	Bell & Howell (many others)	$100.00
Filmstrip Viewer	Viewing filmstrips on individual or small group basis.		$ 30.00
Microfilm Reader	Used with VIEW project microfilm key sort deck.	Du Kane (others)	$210.00
Overhead Projector	Used by teacher with prepared or teacher made transparencies.	1) Appollo 2) 3M	$169.00
16mm Movie Projector	Viewing rental or free occupational films.	1) Bell & Howell 2) Kodak 3) Others	$700.00 - $900.00
Cassette Tape Recorder	1) Used by teacher to interview those in different occupations. 2) Used by students to interview employees and employers. 3) Some cassette programs are available in occupational areas.	1) Panosonic 2) Sony 3) Craig 4) Others	$ 40.00 - $ 75.00
Reel-Reel Tape Recorder	Same as above	1) Sony 2) ATC 3) Others	$ 90.00
Super 8mm Film Loop Projector	Several companies have programs in occupational areas.	1) Technicolor 2) Others	$100.00
Super 8mm Camera	1) Teacher made films on occupations and operation of equipment, etc. 2) Student made films on hobbies, occupations, etc.	Many kinds	$150.00 - $200.00

EQUIPMENT AND FURNISHINGS LIST
(continued)

ITEM	USES	SOURCE	COST (Approximate)
Super 8mm Film Projector	Small group or individual use of the above.	Many kinds	$150.00 - $200.00
Video-tape Recorder Camera and Monitor	Same use as 8mm camera and projector only not in colors, but has sound.	Many kinds	$1200.00 to $2000.00
35mm Slide Camera	Use to make slides of hobbies, occupations, etc.	Many kinds	$ 50.00 - $150.00
Slide Projector	Viewing Slides	1) Kodak 2) Others	$125.00
Record Player	1) Many programs are available on records.	Many kinds	$ 90.00 - $150.00
Listening Stations and Ear Phones	1) For individual or small groups (up to 8). Listening to records or tapes without disturbing others. Individual volume control.	Pixmobile	
Tables (octogonal shaped)	1) Regular classroom work.	Adirondack	$ 40.00
Chairs (Black, Orange, Green, Blue, White, Yellow)	1) Regular classroom work.	Adirondack	$ 6.60
Study Carrels	1) Individual study work.	1) Adirondack 2) Could be made in a local shop or Technical School 3) Others	$245.00 ($85.00 each)

EQUIPMENT AND FURNISHINGS LIST
(continued)

ITEM		USES	SOURCE	COST (Approximate)
File Cabinets (2 & 4 drawer) Could be painted bright colors or covered with contact paper.	1)	Filing various materials, assignments, etc.	Many sources	2 drawer $28.00 4 drawer $35.00
Unit Shelves	1)	Storage of various unit material.	Many sources	$ 35.00
Booklet Rack	1)	Display of many kinds of occupational booklets and pamphlets.	Many sources	$ 15.00
Carpet	1)	Especially on the occupational lab floor to cut down noise.	Many sources	Varies
Carpeted Bulletin Boards (indoor - outdoor)	1)	Attractive Displays	Many sources	Varies
Poster Material -Scissors -Rulers -Pens -Stencils	1)	Student and teacher use in making poster bulletin boards, etc.	Regular school supplies	Varies
Sound-on-Slide Projector		Same as Super 8mm Camera only using slides.	3M	$699.00 Cost per tray = $ 46.50
TM Desk Drawer Microform (Projector Model 300)	1) 2)	Use with Chronicle Microfiles Adapts to filmstrips & slides.	Chronicle	$ 59.50

OCCUPATIONAL KITS AND INFORMATION

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING COMPREHENSION & ABILITY**	SOURCE	COST (Approximate)
Career Information Kit	Numerical Sequence as to broad occupational field	1) History of Job 2) How You Will Fit In 3) Training & Education 4) Different Fields Available 5) How to Begin 6) Earnings 7) Additional Information 8) Selected References	Average to High	Science Research Associates*	In Case $199.50 In Two Drawer File $284.50
Chronicle Career Kit	Dictionary of Occupational Titles (Ten main divisions numbered 0.00-8.99)	Various Materials in the folders. Chronicle Occupational Briefs contain: 1) Definition 2) Work Performed 3) Working Conditions 4) Hours 5) Earnings 6) Personal & Training Requirements 7) Outlook 8) Entry 9) Further Readings	Average to High	Chronicle Guidance Publications	Kit in portable file $269.00 Chronicle Occupational Service $30.00
Desk-Top Career Kit	Dictionary of Occupational Titles Cross Reference Booklet	Information in Career Summaries: 1) Duties 2) Working Conditions 3) Personal Requirements 4) Education 5) Earnings 6) While in High School 7) Advantages and Disadvantages 8) Related Careers 9) Further Information	Average to High	Career Inc.	$99.50 (with posters)

* Addresses for all sources are found on pages

**Reading Comprehension and Ability correspond somewhat accordingly: average 7th = average low; average 8th = average; average 9th = average high.

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING (Approximate)	SOURCE	COST
Dictionary of Occupational Titles Vol. I & Vol. II & Supp. (1965)	Vol. I Alphabetically according to job titles Vol. II Listed in Occupational Group Arrangement of titles and codes according to their code numbers.	Vol. I Defines 21,741 separate occupations known by 13,809 additional titles making 35,550 titles defined.	High	U.S. Dept. of Labor Superintendent of Documents	Vol. I $7.75 Vol. II $4.25 Supplement $1.50
Enclyopedia of Careers and Vocational Guidance Vol. I and Vol. II	Vol. I -Five Chapters on "You and Your Career" -Career Fields listed in Alphabetical Order Vol. II -Alphabetical listings within broad fields.	Vol. I 1) Various jobs within Career Fields Vol. II 1) Definition 2) History 3) Nature of Work 4) Requirements 5) Special Requirements 6) Opportunities for Experience and Exploration 7) Methods of Entering 8) Advancement 9) Employment Outlook 10) Earnings 11) Conditions of Work 12) Social and Psychological Factors 13) Additional Sources	Average-High	Fergeson Publishing Company	$30.00 complete

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING (Approximate)	SOURCE	COST
Occupational Guidance Booklets	1) Index arranged in alphabetical order. 2) Forty booklets containing 20 different occupations.	1) Description of Work 2) Earnings 3) History of Occupation 4) Working Conditions 5) Hours of Work 6) Ability Required 7) Temperament Required 8) Education & Training Required 9) Finances Required Before Earning 10) Financial Aids 11) Attractive Features 12) Disadvantages 13) Outlook for the Future 14) Licensing, Unions, Organizations 15) Suggested High School Activities 16) Suggested H.S. courses 17) Methods to Enter Work 18) Free Information Material 19) Purchasable Material 20) Visual Aids 21) Testing Your Interests	Low-Average	Finney Company	$201.45
Occupational Exploration Kit	Occupational Briefs 1) Alphabetical listing of 400 occupational briefs. 2) Numerical listing of 400 occupational briefs. Job Family Booklets 1) Organized into broad occupational fields.	Occupational Briefs 1) History 2) Duties Involved 3) General Working Conditions 4) Personal Qualifications 5) Training 6) Method of Entering 7) Earnings 8) Advancement Opportunities 9) Employment Opportunities 10) Additional Information	Average	SRA	$99.50

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING LEVEL & COMPREHENSION	SOURCE	COST
SCOPE (Magazine)	Some special publications such as: Job in Your Future. Also monthly magazine, with articles appropriate for values clarification, learning about jobs, etc. Interesting reading.		Average	Scholastic Books Service	$1.00 per copy $1.85 per school year

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING (Approximate)	SOURCE	COST
Occupational Outlook Handbook		1) Nature of Work 2) Education & Training Requirements 3) Where to Find Employment Opportunities 4) Job Outlook Through the 1970's 5) Earnings 6) Working Conditions 7) Additional Information	Average-High	U.S. Dept. of Labor Bureau of Labor Statistics	$6.25 Occupational Outlook Quarterly Subscription: 1 year $1.50 2 years $3.00
Utah Job Guides - Job Information Series	Alphabetical Index Has numbers assigned by D.O.T. 4 Booklets: 1) Clerical and Sales Occupations 2) Professional, Technical and Managerial Occ. 3) Farming, Forestry Processing, Machine Trades, Bench Work, Structural Work, Misc. 4) Services	1) Duties 2) Education Needed 3) Experience Needed 4) Physical Requirements 5) Job Openings 6) Opportunities for Advancement 7) Location of Jobs 8) How Much Do They Earn	Average	Utah Dept. of Employment Security	Free
Vocational VIEW (Book) (Also available on microfilm mounted on Key Sort Cards. Microfilm reader is necessary for these.)	Alphabetical Index	1) Job Duties 2) Aptitudes Needed 3) High School Subjects Needed 4) Salaries Expected 5) Working Conditions 6) Locations in Utah Where Most Employed 7) Number of Workers 8) Number of Workers in Future 9) Advancement Prospects	Low-Average	Utah State Department	Book - Check with State Education Department Cards - Check with State Education Department

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING (Approximate)	SOURCE	COST
Widening Occupational Roles Kit (W.O.R.K.)	400 Jr. occupational briefs arranged according to interest and educational level. Interests are: People, things, and ideas. Educational levels are: High School or less High School plus training College graduation or Graduate School	1) Education 2) High School Courses 3) Special Training 4) Where Jobs Are Found 5) Getting Started 6) Getting Ahead 7) Earnings 8) Number of Hours 9) Number of Workers 10) Unions 11) Future 12) Other Sources	Low-Average	Science Research Associates	$149.50
Job Experience Kits	20 kits cover a wide range of abilities, interests, & levels of preparation. Each kit contains a booklet and a pad of thirty answer sheets, some also contain three-dimensional objects and other objects for the simulated work experience. They are designed to give the student a real feel for what the worker does, and can be used in curriculum areas as well as occupational interest fields. (See manual)	1) Accountant 2) Auto. Mechanic 3) Beautician 4) Designer 5) Electronic Tech. 6) Elementary School Teacher 7) Lawyer 8) Librarian 9) Med. Technologist 10) Motel Manager 11) Police Officer 12) Salesperson 13) Secretary 14) Truck Driver 15) Veterinarian 16) X-Ray Tech. 17) Appliance Serviceman 18) Carpenter 19) Draftsman 20) Plumber	Average	Science Research Associates	$130.00

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING ABILITY & COMPREHENSION	SOURCE	COST (Approx.)
Professional Careers Kit	Alphabetical	Same as Desk-Top Careers Kit	Average-High	Careers, Inc.	$75.00
Semi-skilled Careers Kit	"				$42.00
Industrial Careers Kit	"				$42.00
Business Careers Kit	"				$34.50
Science Careers Kit	"				$34.50
Health Careers Kit	"				$34.50
Technical Programs	Five Volumes	Career Opportunities for Technicians and Specialists	Average-High	Doubleday & Co., Inc.	$35.85
Best Career Choice	12 transparencies with storage box, teacher's manual		Average-High	Learning Arts	$60.00
New World of Work Kit	Fifty 4-page, illustrated fiction stories. Questions provided at the end of each story. Teacher's guide included.	Job-worker situations which influence his success in getting, keeping, and advancing on a job.	Low - (5th gr. Reading Level)	Webster Division/ McGraw-Hill	$69.50
Occupations and Careers (Grades 7-12)	Student's text, 372 pgs. Part I - Information on how and why to study occupations, learning about self, relation of school subjects to careers; preparation for work; and what it is like to work.	Old pictures, but up-to-date information.	Average-High	Webster Division/ McGraw-Hill	$5.22

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING ABILITY & COMPREHENSION	SOURCE	COST (Approx.)
Occupations and Careers (Grades 7-12) (Continued)	Part II - 8 chapters, each covering a broad occupational group. Appendix: lists the educational requirements for a wide range of occupations.				
What Job For Me Series	18 booklets about: -Charley the TV repairman -John the Second Best Cook in Town -Pete the Service Station Attendant -Nick the Waiter -Joe the Retail Salesman -Judy the Waitress -Frank the Vending Machine Repairman -Betty and Her Typewriter -Ginny the Office Assistant -Carmen the Beautician -Cool It, Man (Refrigerator Repairman) -Phil the File Clerk -Tom the Merchant Seaman -Tim the Draftsman -Sandy the Lineman -Keep It Clean -Burt the Policeman -Ned the Taxicab Driver	Fact Sheets Testing Interesting and varied illustrations, social skills emphasized, stories about real people in real situations.	Low (4th grade)	Webster Division/ McGraw-Hill	
Values and Teaching: Working with Values in the Classroom	Theory & ideas for implementation. 274 pgs.	Theory of values. Ways to clarify values using the value theory.	For teacher	Charles E. Merrill	$3.95

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING ABILITY & COMPREHENSION	SOURCE	COST (Approx.)
The Teacher's Role in Career Development		Chapters on: -The Teachers and the Challenge -In Touch with Reality -Forecast of the Future -Sources of Occupational Information -Relating School Subjects to Careers -Post High School Evaluation	For Teacher	American Personnel and Guidance Assoc.	$ 1.90
Occupational Guidance Workbook	Commentary and Worksheets 71 pages	Job Traits Other work information	Low-Average	Finney, Inc.	
Special brief Packets	28 different groupings of Chronicle occupational briefs, arranged into job families by similar interests and/or industry. 26 - 145 briefs in each packet.	Same as Chronicle Career Kit	Average-High	Chronicle Guidance Publications	$ 6.50 to $36.25
Introduction to Vocations - Teacher's Guide	124 pages Topical outline with suggestions for teaching-learning activities.	Relating self & economic system to occupations, exploring manual and mechanical; clerical, sales and service; professional, technical, and managerial occupations.	Useful for Teacher	Chronicle Guidance Publications.	$ 3.50
You: Today and Tommorow by Martin R. Katz	Teacher's Guide (32 p.) and Student Book (102 p.) written for 8th & 9th grades.	Units on abilities, values, interests, occupation, education, and making choices. Good examples of explanation of concepts	Average	Educational Testing Service	

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING LEVEL & COMPREHENSION	SOURCE	COST
The "Coping With" Books	Provide logical and factual information for youth coping with various problems without attempting to direct them to the "right" solution. There is a Teacher's and Counselor's Manual for each student book. It gives rationale, objectives, & suggested procedure. (ed. activities), and bibliographies, for each of the 17 Coping With books. Each book may be ordered separately. Each title is approximately 40 pgs., and each manual is approximately 12 pages.	1) Facts and Fantasies About Drugs 2) Facts and Fantasies About Alcohol 3) Facts and Fantasies About Smoking 4) Some Common Crutches 5) The Mind Benders 6) Alcohol as a Crutch 7) Food as a Crutch 8) Can you Talk with Someone Else? 9) Easing the Scene 10) In Front of the Table and Behind It 11) To Like and Be Liked 12) Changing Roles of Men and Women, What It Means to Youth 13) Coping with Cliques 14) I'd Rather Do It Myself, If You Don't Mind 15) Living With Loneliness 16) Parents Can Be a Problem 17) Grades, What's So Important About Them, Anyway?	Low-Average	American Guidance Service, Inc.	$15.00 per set Each manual + Title = $1.00. Just manual = $ .20. Just title varies according to quantity beginning at $.75 each.
Vocational Guidance Manuals	Each book is approx. 120 pages written by an expert in that field.	Chapters discuss: scope of career; educational preparation; opportunities; how to get started; organizations; bibliography; accredited school;	Average-High	Vocational Guidance Manuals	$1.95 each

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING LEVEL & COMPREHENSION	SOURCE	COST
Vocational Guidance Manuals (Continued)		qualifications; licensing; advancement; relayed fields; types of jobs; salaries; attributes needed; and an index. They are quite factual, small type. Titles include most related, as well as specific careers, and new ones are being written.			
My Career Guidebook by Belman & Shertzer	50 pages - Student book & Counselor's and Teacher's Manual Two parts: 1) My Personal Qualities 2) My Career Plans	Introduction to each worksheet-then questionnaires, etc., to be filled out by the student. Assumes some prior occupational knowledge & terminology -- perhaps appropriate for 9th or 10th grade mini-course.	Average-High	Bruce Publishing Company	
How to Choose Your Work by Elna Stone	60 pages - Information & worksheets (Questionnaires, etc.) in 3 parts: 1) What Do You Want To Do 2) What Can You Do? 3) Kinds of Work Available to You	Excellent discussions on, for example, 8 goals or reasons why people work, self-ratings, exploring personal attributes, job outlook & classifications of jobs. Good aid for enriching discussions. Fresh viewpoints.	Average	Bruce Publishing Company	
How To Get a Job by Elna Stone	70 pages - contains worksheets, questionnaire information, suggestions	Information on: Finding a job opening, the application, the interview, the follow-up, how to pass a test, writing a resume. Very useful especially for anyone about to enter the job market.	Average	Bruce Publishing Company	

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING LEVEL & COMPREHENSION	SOURCE	COST
Planning for Your Future by J. Van Mills	48 pages	Planning Your Future, Know Yourself, What Can You Do Well, Selecting Your Goals, Testing Choice of Goals, Education and Your Future, Choosing Your Occupation, Summary	Average	Educational Services	$ .55
A Man's Work	Fifty long-playing records plus instructor's guide. Contains one hundred recorded on-the-scene interviews with men talking about their work. Each record has 17 to 22 minutes playing time.		Average-High	McGraw-Hill Inc.	$258.50
Careers for Women	Alphabetical Contains 85 junior occupational briefs, five job family booklets, guidance series booklet and guidance posters.	Briefs, booklets, posters	Low-Average	Science Research Associates	$32.50
Educator's Guide to Free Guidance Materials	Contains information as to where free booklets, films, filmstrips, etc., can be obtained.	Films, filmstrips, tapes, slides, and transparencies curriculum materials, social-personal materials & use of leisure time, responsibility to self and others.	Average	Educators Progress Service	$7.50 annually
Occupational Microfile (High school edition)	Based on D.O.T. (Will require equipment-reader)	Contains all occupational information published by Chronicle during the past four years--over 2500 pages of material.	Average-High	Chronicle	$60.00

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING LEVEL & COMPREHENSION	SOURCE	COST
Chronicle Occupational Information Filing Plan	300 reinforced folders coded and titled. Filing plan based on D.O.T.	Identified numerically & by occupational titles.		Chronicle	$35.00
Utah Inventory of Unfilled Job Openings	Weekly statewide list of unfilled job openings in Utah.			Utah Dept. of Employment Security	
Looking Forward to a Career Series	Approximately 100 pages full color	Each book on a career such as: Computers, Government, Building Trades, Theatre, Fashion, Radio & TV		Dillon Press, Inc.	$4.95 each
Arco-Rosen Career Guidance Series	40 books each recommended by its respective trade or professional association, written by expert in that field.	On different careers -- educational background, personal satisfactions, opportunities, disadvantages, earnings, etc.	Average	Arco Publishing Company	$1.95 each
-Student Journalism Guide Series -Aim High Vocational Guidance Series -The Personal Guidance/Social Adjustment Series				Richards, Rosen Press, Inc.	$2.95 each
The Job Ahead Book, Vol. III Reorder No. 5-1931	Stories about young people; starting work, on the job; keeping the job; working for the city; time out for leisure.		Low-Average	New Rochester Occupational Reading Series, '63 Syracuse University Press	

Continued

NAME	ORGANIZATION	TYPE OF INFORMATION AVAILABLE	READING LEVEL & COMPREHENSION	SOURCE	COST
SCOPE (Magazine)	Some special publications such as: Job in Your Future. Also monthly magazine, with articles appropriate for values clarification, learning about jobs, etc. Interesting reading.		Average	Scholastic Books Service	$1.00 per copy $1.85 per school year

SOME ADDITIONAL SOURCES OF INFORMATION

1. New York Life Insurance, Free, Job Pamphlets

2. Adventures in Growth - by Paul Meyer, Success Motivation Institute, Occupational kits and information, $599.00-complete series. Six cassette taped lessons for pre-teens include "Becoming Someone You Like," "Learning is Exciting," "A Life Full of Living." (Part of Family Achievement Planner Series.)

3. Life in the Teens - Success Motivation Institute. $599.00 - complete series. Ten cassette taped lessons for teenagers include aids in self-understanding, motivation for success in school, and selecting and planning your career. Occupational kits and information.

4. Careers Series - Doubleday and Company
    - Agri-Business
    - Clerical
    - Communications
    - Construction
    - Education
    - General Service
    - Government Service
    - Health Service
    - Leisure Industries
    - Making a Choice
    - Mechanical
    - Sales
    - Technicians

5. Career Interviews (Series) - McGraw-Hill. 40 taped career interviews.

6. Careers (Series) - Tapes Unlimited, Gordon Flesch Company, 1970 $85.50 for set of 12; $7.50 each. Series provides a study of 12 major industries, giving the student a braod outlook before committing himself to a course of study. Includes opportunities in:
    - Construction
    - Distribution
    - Education
    - Graphic Arts
    - Health Service
    - Hotels, Motels, Restaurants
    - Industries
    - Law
    - Mass Communication
    - Security and Protection
    - Selling
    - Transportation

7. Exploring the World of Work - Valient IMC. This series of tapes or cassettes focuses on the interest areas of the Kuder Vocational Preference Record.

8. A Man's Work - McGraw-Hill Films. Consists of 100 on-the-job interviews (on records) with men talking about their jobs.

9. The World of Work - Educational Record Sales, $35.70 - six 12 inch, 33 1/3 RPM records. A series of recordings to stimulate thinking about career opportunities and provide a convenient approach to the study of occupations.

10. The World of Work - Educational Systems for Industry. 20 taped cassettes about work environment and on-the-job interpersonal relations, employer expectations, behavior that will help get promotions, etc.

11. Sextant Series - Sextant Sytems, Inc. A guidance kit containing 16 illustrated volumes, 16 wall charts, 100 personal profile forms, 100 plastic profile forms, an occupational cross-index, and an instructional guide.

12. World of Work Series - Edu-Craft, Inc. Grades 7-9 series contains 26 color-sound filmstrips on advantages, disadvantages, opportunities for advancement, educational requirements, etc., of eleven basic occupational clusters.

14. Guidance Kit - Educational Progress Corporation. 60 recorded interviews (tape or cassette); 40 on professional careers and 20 on semi-professional occupations.

15. Occupational Interview Cassettes - Imperial International Learning, Carlton Films. A series of 50 on-the-job interviews provides students with insights into the work-a-day world from which people who actually do the work.

16. On-the-Job Interview Series - Valient IMC. 50 tapes of actual on-the-job interviews, varying in length from 15 to 25 minutes.

17. Vocational Guidance Library - Guidance Associates. A set of 40 cassette tapes: Your future - in or as an - various occupations.

18. Vocational Interviews - Guidance Associates, $270.00 - set of 40; $7.50 each. A library of 40 interviews available in 5-inch reel tapes or in cassettes. Persons interviewed describe nature of work they perform, skills required, rate of advancement, etc.

19. Career Wise Kit - Random House School & Library Service. Kit includes a library of 92 books, counselor's guide, wall charts, and student profile forms.

20. Dutton Career Book Series - Dutton, E.P. and Company. Series describes work done, qualifications and educational requirements, salaries, and opportunities available in many contemporary fields.

21. Find Your Job (Book Series) - Finney Company. Designed to help slow learners, underachievers and students in special classes.

22. Occupational Abstracts - Personnel Services, Inc. Available individually and by annual subscription.

23. Someday I'll Be: Series - by Sarah Splaver, Hawthorne Books, Inc. A series of vocational guidance books for 10-14 year olds aimed at providing "just enough" information about the occupations they may enter someday.

24. Help and information available from: Women's Community Service, Inc., Mrs. Benney Espenoza, Project Director, 135 South State, Room 213, Salt Lake City, Utah 84111

25. So You Want To Be: Series - Harper and Row, Publishers, $4.43, Series of books on specific occupations.

26. Your Career Books - Julian Messner. Series of books offering advice and information on specific careers. Includes personal and educational requirements, guides to colleges and schools for special training, salary ranges, and growth opportunities.

27. The Job Scene - Produced by American Visual Corporation, published by IPD Publishing Company, New York, N.Y. In comic form.

28. Utah Employment Security - Many publications: illustrated pamphlets on, for example: Taxi Cab Driver, Kitchen Presser, Machine Helper, Orderly, Light Truck Driver. Information on Job Corp, Youth Conservation Corp., Bureau of Health, Manpower Publications, Youth Opportunity Center. Refer also to: U.S. Department of Labor, Manpower Administration, Job Corps, Washington, D.C. 20210

TESTS APPROPRIATE FOR JUNIOR HIGH

Tests included in this section can generally be completed in one or two class periods.

Not included are the more exhaustive, longer, achievement tests which many schools give annually, and whose scores are already available. Also not included are the tests many counselors use for "special" individuals, such as: reading diagnosis tests, intelligence tests for minority groups or nonverbal tests, intensive personality tests, etc. It is expected that where tests are indicated for individuals and special problems, rather than general group use, the teacher will refer the student to the counselor.

This list of tests is not intended to be exhaustive. It is intended to point out some tests available in various areas, to give an idea of what is available. You will need to request further information of the publishers about tests in which you might be interested. Specifically, we have not included prices in our brief summaries because of the varied prices involved in each test--depending on whether the tests are self-scored, machine-scored, etc., and on whether you purchase permanent booklets, self-scoring booklets, etc.

Tests listed fall into the following general categories:

I. Achievement

II. Ability and Aptitude

  A. Scholastic ability or intelligence tests
  B. Other Aptitude Tests

III. Interests, Attitudes, Temperament (Personality)

IV. Occupational--other than listed above.

I. ACHIEVEMENT

MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATION

Grades 7-12, time: one hour. Examinations available in the following subjects: language arts, social studies, mathematics, science, bookkeeping. Published by American Guidance Service.

STUDY HABITS CHECK LIST

Grades 9-14, time: approximately 1 hour. Yields scores on 37 study skills. Published by Science Research Associates.

HIGH SCHOOL PLACEMENT TEST

Grades 8-9, time: 2½ hours. Measures educational ability and scholastic achievement of second semester 8th graders and first semester ninth graders. Helps direct students to proper high school program (college prep., general academic, or commercial) and identifies gifted and those needing extra help.

Educational Ability Subtest - IQ tests: includes verbal analogies, vocabulary, numerical reasoning, arithmetical reasoning.

Achievement Subtests: reading, language arts, arithmetic, modern mathematics, social studies, science methodology.

Published by Science Research Associates.

II. A. ABILITY AND APTITUDE - Scholastic ability or intelligence tests

See last test listed under ACHIEVEMENT

TEST OF EDUCATIONAL ABILITY

Grades 6-9 and 9-12. Time: 6-9 - 42 minutes; 9-12 - 27 minutes. Subtests in scholastic aptitude are language, reasoning, and quantitative. Shows high correlation with achievement in academic work. Excellent estimate of how well a pupil should do within his grade and age limit. Published by Science Research Associates.

SHORT TEST OF EDUCATIONAL ABILITY

Grades K-12, time: approximately 30 min. Seventh and eighth grades have subtests in verbal meaning, arithmetic reasoning, and number series. Ninth through 12th grades have subtests in verbal meaning, arithmetic reasoning, letter series, symbol manipulation. Published by Science Research Associates.

PRIMARY MENTAL ABILITIES

Grades K-12. Time: approximately 1 ½ hours. Provides measures of general intelligence and of four specific factors of intelligence. The four abilities measured are: verbal meaning, number facility, reasoning, and spatial relations. Published by Science Research Assoc.

SHORT FORM TEST OF ACADEMIC APTITUDE

Grades 7-9, 9-12. Time: 38 minutes. An index of general mental ability, used to predict academic success. Four subtests: vocabulary, analogies, sequences, and memory. Scores can be combined to yield language and non-language mental ages and IQ's as well as mental age and IQ based on the total score. Published by CTB/McGraw-Hill.

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY

Grades 7-8, 9-12. Time: 39-41 minutes. Has language and non-language sections. Four factors: logical reasoning, numerical reasoning, verbal concepts, and memory. Published by CTB/McGraw-Hill.

KUHLMANN-FINCH SCHOLASTIC APTITUDE TESTS

Grades 1-12. Time: 30 minutes. Yields standard IQ and percentile ranks, both verbal and nonverbal. Published by the American Guidance Service.

LORGE-THORNDIKE INTELLIGENCE TESTS

Multi-level edition. Grades 3-13. Time: verbal battery; 35 minutes, nonverbal battery, 27 minutes. Has five verbal subtests: vocabulary, verbal classification, sentence competition, arithmetic reasoning and verbal analogy. Nonverbal battery has: pictorial classification, pictorial analogy, and numerical relationships. Published by Houghton-Mifflin Company.

HENMON-NELSON TESTS OF MENTAL ABILITY

Grades 6-9, 9-12. Time: 30 minutes. Consists of 90 items arranged in order or increasing difficulty. Different types of items: vocabulary, sentence completion, opposites, general information, scrambled letters, scrambled words, verbal analogies, verbal classification, verbal inference, number series, arithmetic reasoning, figure analogies, and following direction--arranged in omnibus-cycle form. Published by Houghton-Mifflin Company.

OTIS-LESSON MENTAL ABILITY TESTS

Grades 7-9 (intermediate). Time: 40 minutes. The new edition of the Otis Quick-Scoring Mental Ability Tests, gives assessment of general mental ability or scholastic aptitude. Published by Harcourt, Brace & World.

II. B. ABILITY AND APTITUDE - Other Aptitude Tests

DETROIT GENERAL APTITUDES EXAMINATION

Grades - junior and senior high school. Time: 85-90 minutes. Three kinds of aptitudes--intelligence, mechanical, and clerical--are included. Results may be used to classify interests of pupils. Published by Bobbs-Merrill.

DETROIT MECHANICAL APTITUDES EXAMINATION

Grades - junior and senior high school. Time: 30 minutes. Tests range of abilities needed for mechanical success. Published by Bobbs-Merrill.

MULTIPLE APTITUDE TESTS

Grades 7-13. Time: 2 hours 57 minutes for complete battery. Nine tests in primary aptitude areas are printed in four separate booklets grouped according to four factors:

Verbal Comprehension (word meaning and paragraph meaning)
Perceptual Speed (language usage and routine clerical facility)
Numerical Reasoning (arithmetic reasoning and arithmetic computation)
Spatial Visualization (applied science and mechanics; spatial relations--two dimensions, and spatial relations--three dimensions)

A scholastic potential score is also given. Use to help individuals in their academic and vocational choices. Published by CTB/McGraw-Hill.

MINNESOTA SPATIAL RELATIONS TESTS

Grades: junior and senior high school boys and girls. Time: 20 minutes. A measure of the perceptual abilities necessary to match relative shapes and sizes. Correlates between scores and quality of work for various shop jobs. (An individual test). Published by the American Guidance Service.

DAILEY VOCATIONAL TESTS (3)

TECHNICAL AND SCHOLASTIC TESTS - Grades 8-12. Time: 30 minutes.
BUSINESS ENGLISH TEST - Grades 8-12. Time: 30 minutes.
SPATIAL VISUALIZATION TEST - Grades 8-12. Time: 20 minutes

Tests are designed to assess potential for training and success in occupations within the trade, technical and business-secretarial fields. Published by Houghton-Mifflin Company.

TURSE CLERICAL APTITUDES TEST

Grades 8-12. Time: 28 minutes. Measure of aptitudes basic to successful performance in various types of clerical work: verbal skills, number skills, written directions, clerical speed, clerical accuracy, learning ability and general clerical ability. Published by Harcourt, Brace and World.

GENERAL APTITUDE TEST BATTERY

Ninth grade - High School. Time: 2 ¼ hours. Uses eight pencil-paper and four apparatus tests to measure nine distinct factors: general reasoning ability, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor corrdination, finger dexterity, and manual dexterity. Published by the U.S. Employment Service and administered by them.

III. INTERESTS, ATTITUDES, TEMPERAMENT (PERSONALITY)

CALIFORNIA TEST OF PERSONALITY

Grades 7-10 (intermediate). Time: 40-50 minutes. Purpose achieved without forcing the examinee to answer questions that could be construed as an invasion of privacy. Two sections:

Personal Adjustment: covers self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms.
Social Adjustment: covers social standards, social skills, freedom from antisocial tendencies, family relations, school relations and community relations.
Published by CTB/McGraw-Hill.

KUDER FORM A - PERSONAL

Grades 9-12, 30-40 minutes. Used to suggest vocational areas that appear to be promising in light of an individual's personal and social preferences as distinguished from his vocational preferences. Preferences are identified for the following types of social relationships: participation in group activities, familiar and stable situations, working with ideas, avoiding conflict, and directing and influencing others. Published by Science Research Associates.

SURVEY OF PERSONAL VALUES

Grades 9-12. Time: 20-30 minutes. Gives scores on six values: practical mindedness, achievement, variety, decisiveness, orderliness, goal orientation. Published by Science Research Associates.

SCHOOL INTEREST INVENTORY

Grades 7-12. Time: approximately 20 minutes. Designed to help predict which students are potential dropouts. Published by Houghton-Mifflin Company.

CALIFORNIA STUDY METHODS SURVEY

Grades 7-12. Time: 35-50 minutes. Yields the following scores: attitudes toward school, mechanics of study, planning and system, total score, verification score. Designed to reveal the essential nature of attitudes, habits, and knowledge of study techniques which a student applies to his school work. (See also, STUDY HAVITS CHECK LIST (under ACHIEVEMENT). Published by CTB/McGraw-Hill.

DEMOS D (DROPOUT) SCALE

Grades: Junior and senior high levels. Time: brief. Measures attitudes in four areas: toward teachers, toward education, influences by peers or parents, and school behavior. Gives a total score with probabilities of dropping out of school. Published by the Western Psychological Service.

THE JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE

Grades 7-12. Time: approximately 40 minutes. Provides scores on fourteen independent factors, including general intelligence, emotional maturity, anxiety level, and others. Serves as an instrument for vocational and general guidance.

CALIFORNIA LIFE GOALS EVALUATION SCHEDULES

Grades (recommended for normal individuals 16 years and older. Would be interesting test if it could be adopted to lower level--i.e., junior high.) Time: 30 minutes. Measures 10 life goals: esteem, profit, fame, leadership, power, security, social service, interesting experiences, self-expression, and independence. Norms based on age, sex, occupation, familiar relationships, and projected academic studies. Published by the Western Psychological Service.

HEALTH BEHAVIOR INVENTORY

Grades: Junior high. Time: 30-50 minutes. Contains multiple-choice and completion items. Covers health practices, health attitudes and health knowledge. Published by CTB/McGraw-Hill.

IV. OCCUPATIONAL - Other Than Listed Above

PICTURE INTEREST INVENTORY

Grades 7-adult. Time: 30-40 minutes. Consists of series of sketches of activities having occupational significance. Yields two groups of scores: fields of interest and supplemental scales (verbal, computational, and time perspective, i.e., willingness to engage in long-range planning.) Published by CTB/McGraw-Hill.

KUDER FORM E - GENERAL INTEREST SURVEY

Grades 7-12. Time: 30-40 minutes. Measures individual's degree of preference for activities in ten areas: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. Vocabulary at 6th grade level. Published by Science Research Associates.

VOCATIONAL PLANNING INVENTORY

Grades 8-10. Time: approximately 3 hours. Gives picture of student's relative aptitude for various vocational subjects and instructional material--for increasing student's understanding of his vocational-choice-making-process. Yields individual predictions of success in major vocational education curriculum areas. Measures general ability, specific aptitudes, and value orientation, and then estimates grades a student would most probably receive in course work in each of seven to eight major vocation curriculum areas: general academic, general vocational, business, mechanics & mechanical maintenance, drafting and design, metal trades, home economics and health, construction trades, electronics and electrical trades, agriculture. Assists student in making the curriculum choices he is faced with at transition points in his vocational preparation. Published by Science Research Associates.

WORK VALUES INVENTORY

Grades 7-12. Time: 10-20 minutes. Gives scores on 15 scales: creativity, management, achievement, surroundings; supervisory relations, way of life, security, associates, esthetics, prestige; independence, variety, economic return, altruisms, intellectual stimulation. Published by Houghton Mifflin.

OCCUPATIONAL INTEREST INVENTORY

Grades 7-adult. Time: 30-40 minutes. Identifies six major fields of interest (occupational) and 3 types of interest. Published by CTB/ McGraw-Hill.

GORDON OCCUPATIONAL CHECK LIST

Grades 8-12. Time: 20-25 minutes. Interest check list for use in high school by students who will not go to college. General interest areas and smaller interest clusters are identified by inspection. No norms are provided. Published by Harcourt, Brace & World.

OHIO VOCATIONAL INTEREST SURVEY

Grades 8-12. Time: 60-90 minutes. The Student Information Questionnaire gathers background information about the student's occupational plans, school subject preferences, curriculum plans, post high school plans and vocational course interests. The Interest Inventory profiles a student's interests along 24 scales which represent the entire spectrum of occupations defined by the D.O.T. Published by Harcourt, Brace & World.

RESOURCE PEOPLE

Business and Industry Personnel

Personnel directors
Educational or training director of respective business or industry
Officers of businesses or industrial plants
Officers and members of labor unions
Other employees of various firms

The following information may be available from business and industry:

On-the-job tryout: part time, summer jobs, work-study programs
Directed exploratory experiences: work samples, job analysis tasks
Direct observation
Interviews with experts
Instructional materials
Publications
Audio-visual aids

School-associated Personnel

Teachers
Principals and other administrative officials
Counselors
School Nurse
Social Worker
Psychologist
Secretaries
Cafeteria, janitorial, and other auxiliary personnel
Guest speakers at the school
Parents of students
Other students

Friends and Associates

Parents
Friends
Brothers and sisters
Other relatives and associates

Other Community Persons

Church employees or lay workers
Insurance agent
Physicians, dentists, lawyers, bankers, policemen, garage and service station attendants
Accountants and representatives from other occupations
Government officials
Employment agency personel

The following information may be available from the employment service:

Aptitude testing (GATB)

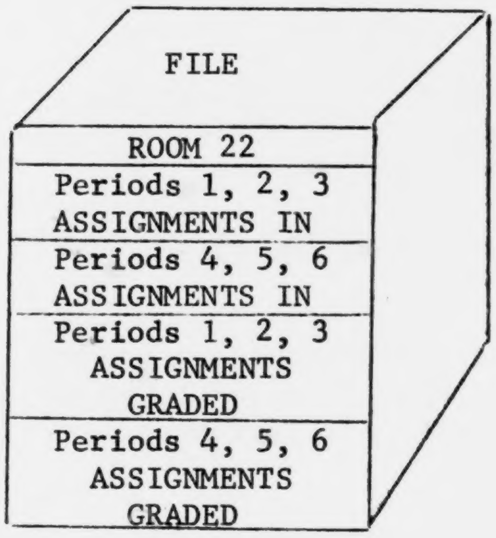
Employment counseling and placement
Proficiency testing
A source of information on: local employment trends, speakers at career days or to classes, local wage rates, shortage occupations.
Consultation on work-bound students and potential dropouts.

MISCELLANEOUS IDEAS

1. Students who have never done individualized work, or much group work, often seem unable to space out their time in order to accomplish their goals. For various lessons, especially at first, you may find it helpful to set intermediate goals. For example, "Part A of lesson 1 should be completed by Friday, Part B by Thursday of the next week, etc." Or on a report, "By Wednesday you should have completed all your research and begun writing your report." This will be especially helpful for the lower grades.

2. You may desire to keep this workbook or guide in a three-ring binder to facilitate adding new material.

3. To facilitate the handing in and returning of assignments without using class time, the following arrangement was set up:


FILE
ROOM 22
Periods 1, 2, 3 ASSIGNMENTS IN
Periods 4, 5, 6 ASSIGNMENTS IN
Periods 1, 2, 3 ASSIGNMENTS GRADED
Periods 4, 5, 6 ASSIGNMENTS GRADED

When an assignment is completed it is to be placed in the top (IN) drawer. They should be placed in alphabetical order according to the last name. When an assignment has been graded it will be placed in the lower (GRADED) drawer, also alphabetically.

4. Some sample "Field Trip Rules" are on page 227. You may wish to use these as guidelines in helping the students establish their own rules and penalties for field trips. You may wish to make your own rules more positive, less negative. Also included is a guide for "Organizing a Field Trip" on page 226.

5. You may wish to have your students keep an occupation notebook, in which they keep worksheets and other classroom material as well as pamphlets, etc., they send for or find on their own. In order that they know what should be in their notebooks, have a notebook check list posted on the bulletin board as well as one at the front of each notebook on which the students can record each new notebook requirement. See page 229.

6. A sketch of a room arrangement is on page 230. It may be of some aid to you as you arrange your own classroom and occupational lab.

7. The list of "Suggested Learning Experiences" on page 231 may help give you some ideas of other types of learning activities when those suggested seem inadequate. It will also give you an idea of the types of learning activities which have been incorporated into this teacher's guide.

ORGANIZING A FIELD TRIP

1. Determine the purpose of the trip:

    a. What information is to be obtained.
    b. Guideline of questions to be asekd.

2. Make the necessary arrangements:

    a. Secure permission from business and from school.
    b. If needed due to size of group, keep someone else to go along--parents, teacher.
    c. Decide upon a schedule and in itinerary.
    d. Plan for students who are not going.

3. Organize the group:

    a. Divide into small groups with responsible leader for each group.
    b. Make sure each member of the group knows the destination and what to do should he get lost or left behind.

4. Establish rules of conduct for students during travel and after arrival at the destination. Include:

    a. Stay with group and follow instructions of your leader.
    b. Do not speak and ask questions unless invited to do so by the guide.
    c. Be careful not to disrupt the work or activity of those who are watching.

5. Observe closely in order to answer the following:

    a. What is the person doing? What will the final product be?
    b. Does the work seem interesting to you? Why?
    c. What are the working conditions?

6. Evaluation and follow-up:

    a. Have individual students report on their impressions and observations.
    b. Collect information via stories, pictures, research, that will add to the information acquired on the trip.
    c. Have students personally evaluate the field trip.

MISCELLANEOUS AIDS AND IDEAS

Name ____________________

FIELD TRIP RULES

1. School dress or better unless told differently.
2. No eating or buying of any food. This includes pop, candy, GUM.
3. Eating of apples, lunches, snacks, etc., shall not be permitted on the bus.
4. Board only the bus that has been assigned to you.
5. Stay in your seat on the bus until you have been told differently.
6. Do not put down bus windows without permission.
7. Do not holler on the bus. Try to talk as quietly as possible.
8. Students shall avoid improper language, loud talk, laughter, or any other disturbing noises. Students will be refused transportation for use of obscene, vulgar, or foul language.
9. Do not throw anything from the bus or onto the floor.
10. All students shall be orderly on the bus and obey the driver promptly.
11. Students should not stand by the door or just outside of the bus waiting for someone else while the loading of the bus is going on.
12. Any student damaging property in any way shall forfeit the right to ride the bus until all damages are paid for and reinstated by the principal, supervisor of transportation, or superintendent.
13. Students shall keep the bus clean by not throwing paper and other articles on the floor. Throwing of any material in the bus will be sufficient reason to refuse transportation to the student involved.
14. Students shall keep head and arms inside the bus and remain seated while the bus is in motion.
15. Students shall watch out for traffic while loading and unloading buses.
16. No "Goofing-Off."
17. The driver has the right to refuse transportation to any student for bad conduct, until he or she has obtained a permit to ride from the principal, supervisor of transportation, or superintendent of schools.
18. The school bus is part of the school plant; pupils are requested to comply cheerfully, promptly, and completely to the requests of the school bus driver.

19. Refusal to cooperate in any way by bus students will be sufficient reason for refusal of transportation rights.

20. Be at the bus on time when it is scheduled to leave the different places. It is your responsibility to check the time to be back. Allow plenty of time to return. Anyone over two minutes late by MY watch will be checked off the next field trip.

21. Where a number of buses are involved, students are to return on the same bus on which they started. All students must be sitting down before the bus shall leave on an activity trip. There must be no more than three students per seat. Students must remain seated while the bus is in motion.

22. Stay with your assigned group. This means close contact with the leader. Do not lag behind. KEEP UP and KEEP QUIET so you can hear what is going on. If you have questions, ask them.

23. Do not wander off from the group. This is the same as if you were in class, only you should be on your very best behavior. You are representing our school.

24. Do not talk while the group is being spoken to by the leader or guide. Those of you who are taller stay in back of the group so that those who are shorter may see too.

25. DO NOT HANDLE OR TOUCH ANYTHING ON EXHIBIT. IT YOU DAMAGE ANYTHING YOU ARE PERSONALLY RESPONSIBILE. Your hands contain small amounts of acid that will discolor or deface works of art.

26. Do not walk across lawns or cut corners. When you are going places where there are no lawns, etc., be sure to watch your step and stay on the trails.

27. Do not use elevators unless told to do so.

28. DO NOT RUN ANYPLACE. Don't even walk fast or take two steps at once.

29. THE SEAT OPPOSITE THE BUS DRIVER IS RESERVED FOR THE TEACHER. THE WHOLE SEAT.

30. ANY VIOLATION OF THESE RULES WILL ELIMINATE YOU FROM FURTHER FIELD TRIPS.

REMEMBER THAT WE ARE THEIR GUESTS AND WE WILL TRY TO ACT LIKE LADIES AND GENTLEMEN.

MISCELLANEOUS AIDS AND IDEAS

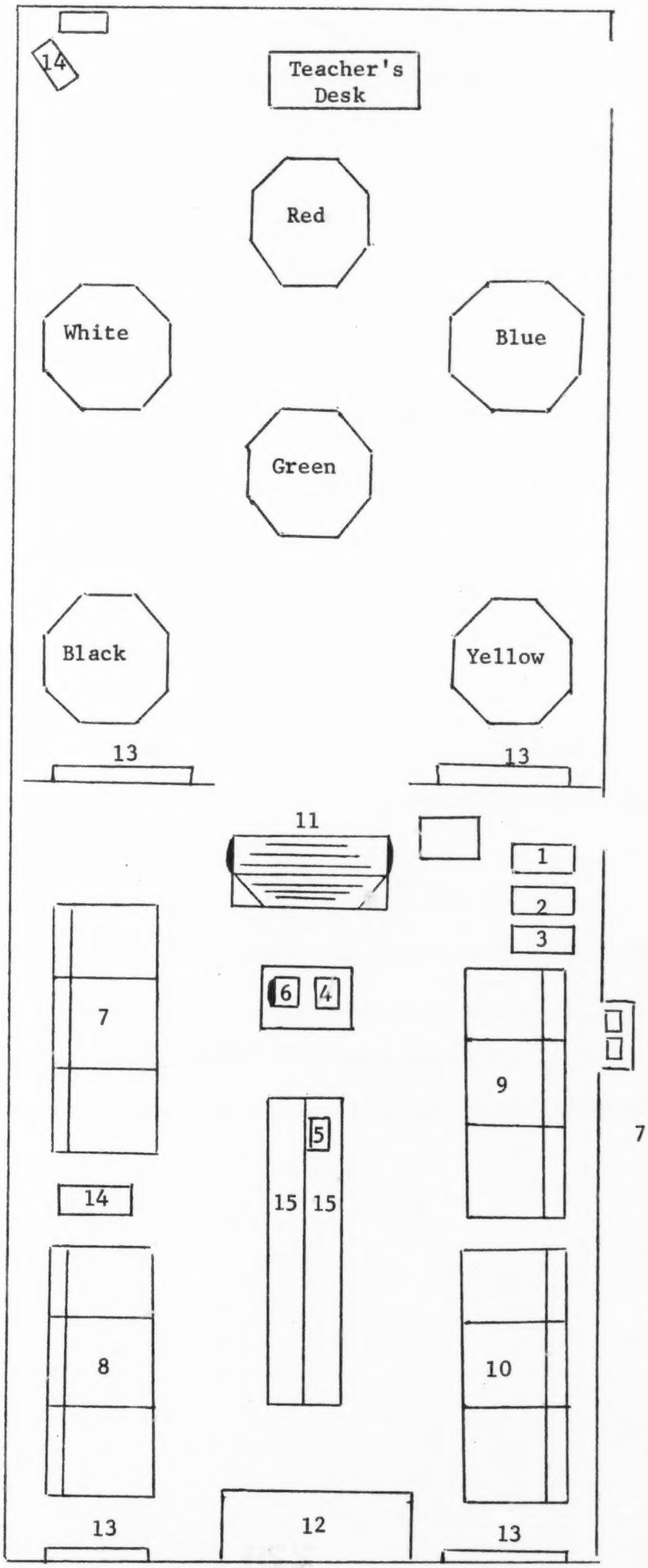
Name ____________________
Period __________________
Date ____________________

SAMPLE

NOTEBOOK CHECK LIST

Title of Page	Page Number	
Title Page		
Notebook Check List		
Equipment Check List		
W.O.R.K. Test		
Study Habits Check List		
Check List of Study Conditions		
Notes on SQ3R		
Making a Schedule for Study		
Notebook Check Lists (for study)		
Test Time Tips		
Copy of Occupational Interest Inventory Scores		
What is a Minerals Engineer		

Classroom and Lab Arrangement


14
Teacher's Desk
Red
White
Blue
Green
Black
Yellow
13
13
11
1
2
3
6
4
7
9
5
15
15
14
8
10
12
13
13
19'

50'

¼ inch = 1 foot

○ = Table

▭ = Table

1 = Chronicle Career Kit

2 = Old Chronicle Career Kit

3 = Career Information Kit

4 = Widening Occ. Roles Kit

5 = Desk-Top Career Kit

6 = Occ. Guidance Booklets

7-10 = Study Carrels

11 = Pamphlet Rack

12 = Group Study Table

13 = Bulletin Board

14 = Four Drawer Files

15 = Storage Cupboards

SUGGESTED LEARNING EXPERIENCES

The student will participate in:

1. Directed readings:
   - a. Nonfiction: biographies, newspapers, occupational briefs, guides, abstracts, magazines, booklets
   - b. Fiction

2. Educational and occupational media materials:
   - a. Video tape recorder
   - b. Tape recorder and record player
   - c. Films and filmstrips
   - d. Occupational kits
   - e. Camera, slides, and sound-on-slide recorder
   - f. Miscellaneous publications--pamphlets, books
   - g. Computer-based systems, VIEW cards
   - h. View Deck and viewer
   - i. Bulletin boards, displays, posters, charts

3. Testing:
   - a. Achievement
   - b. Ability and aptitude
   - c. Interests, attitudes, temperament (personality)
   - d. Occupational

4. Observations:
   - a. Field trips
   - b. Speaker-specialists, assembly programs, Career Days, panels, career talks

5. Writing:
   - a. Autobiographical
   - b. Creative
   - c. Reports
   - d. Goal-setting

6. Discussions and work groups:
   - a. Dyads (in teams)
   - b. Groups

7. Contrived experiences:
   - a. Simulations, career games
   - b. Role playing and scripts
   - c. Video tapes
   - d. Programmed instructional material, workbooks, kits
   - e. Dramatizations

8. Direct experiences:
   - a. Clubs, hobbies, student activities
   - b. Job tryout day
   - c. Part-time work, co-op programs, work-study programs
   - d. On-the-spot job analyses
   - e. Conferences with workers and personnel officers

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APPENDIX B

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Junior High Objectives. 236

High School Objectives. 237

APPENDIX B

OCCUPATIONAL GUIDANCE OBJECTIVES FOR ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOL STUDENTS*

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* The objectives are arranged sequentially in two ways. For example, the objectives under section A of the elementary objectives precede those under A of the junior high objectives, which precede those objectives under section A of the high school objectives. The same holds true with those objectives under sections B, C, D, and E.

In addition, under each of these sections (A,B,C,D,E) the objectives are numbered 1, 2, 3 etc. This is also a sequential order. Objective 1 logically precedes objective 2, objective 2 logically precedes objective 3 and so forth.

Elementary Objectives*

A. 1. The student can identify workers in the school and can state how the different workers contribute to his welfare and that of other persons in the school.

2. The student can identify most observable occupations in the community and can state the contribution of each to the welfare of the community.

3. The student can identify his parents' occupations and their contributions to his and the community's welfare.

4. The student can identify persons in various occupations beyond the scope of the immediate community, and can make some differentiation between occupations as to training and skills required; working conditions, demand for workers in the various occupations, and the contribution each makes to our society.

B. 1. The student, during his school activities, expresses a positive attitude toward self, others, educational programs, and all types of work and workers.

2. The student knows the consequences of productive and nonproductive work habits and consciously determines to develop traits useful in his work experience, such as: dependability, honesty, cleanliness, neatness, punctuality.

3. The student begins to differentiate those self characteristics and environmental factors that can have impact upon the present and the future, and he begins to learn about and discuss ways in which others have minimized negative factors and have maximized positive ones.

4. The student discusses the importance of teamwork in different settings, cooperates with others in order to reach a common goal, and can express the importance of each member's contribution (including self), in reaching the common goal.

C. The student demonstrates how knowledge and skills acquired in different school subjects are applied in different work roles; these knowledge and skills to include: manual--such as ability to use hands; intellectual--such as figuring math, writing, spelling, reading; and general--such as cooperation, concentration, organization.

D. The student will increase and use his vocational vocabulary.

*It is suggested that vocational exploration be built directly into the curriculum at the elementary level, with an adviser or consultant available.

Junior High Objectives

A. 1. The student demonstrates a knowledge of, and ability to use and obtain, most types of resources available for learning about and assessing self and the world of work.

2. The student further increases his knowledge of various occupations, as well as the major characteristics of these occupations.

3. The student differentiates between the several broad occupational fields (or job families) in terms of (1) how occupations are classified into various occupational fields, (2) general characteristics of each occupational field (such as method of entry, education, wages, advantages, location, etc.) (3) contribution and importance of these broad occupational fields to our society, and (4) potential satisfaction each field might offer the student in terms of interest, ability and values.

4. The student makes a choice of a broad occupational field or job family to study in greater depth.

B. 1. The student identifies and discusses his and others' needs, interests, values, behavior and personality.

2. The student explores the question "Why work?" and the relationship between work, self-fulfillment, and social acceptance. He recognizes the personal and social significance that work has in the lives of individuals at varying levels within the occupational-educational structure.

3. The student continues in participation in group work and assessment of his contributions, as well as assessment of his ability to set goals and accomplish them by working individually. The student relates these two roles to work roles required in various occupations.

4. The student further assesses and clarifies his self-characteristics (interests, abilities, values, personality) and identifies broad occupational areas and educational levels which may be most appropriate for him.

5. The student learns techniques for decision-making and identifies further those decisions which he must make in order to reach different goals. He identifies personal and environmental factors that might influence his future decisions. He assesses possible steps he might take to minimize negative factors and maximize positive ones, and he considers the possible consequences each has for him.

C. 1. The student identifies different educational levels that are available, the nature and purpose of each, the jobs toward which each can lead, and tentatively assesses what each offers him in terms of his possible vocational choices. The student relates the question "Why study?" to his potential choices.

2. The student demonstrates how knowledge and skills acquired in different subject matter areas relate to performing different work roles. He assesses his present study habits and drop-out potential in light of his personal educational goals.

3. The student selects his high school program in light of his tenative broad career choice and in conjunction with his high school opportunities and his registration.

D. The student continues to expand his vocational vocabulary.

E. The student differentiates those areas of health, appearance, manners, and personal characteristics which will affect his future employability. He assesses his own preparation in these areas and relates it to methods for improvement.

High School Objectives

A. 1. The student develops awareness of his need for more specific implementation of his career purposes and becomes involved in planning and decision-making activities.

2. The student develops more specific plans for implementing his career purposes.

3. The student discovers how to best utilize and instigate his choice. This discovery includes: filling out of application forms; letters of recommendation; available scholarships and loans; methods of and requirements for entry; preparation for job interviews; utilization of counseling services; use of catalogs; part-time work in conjunction with future career; research into unique features of selected educational facilities; use and interpretation of G.P.A., ranking, and normal curve; and the taking and interpreting of various required tests for entrance.

4. The student executes his plans to qualify for entry level jobs by involving himself in whatever pre-requisites are required.

5. The students participate in any school coop programs, part-time jobs; time-release programs; advanced classes; vocational clubs and etc., which will help to clarify and interpret for him his occupational choice.

B. 1. The student realizes the importance of an open system which will allow for the opportunity for re-examination of self-concept and career goals.

2. The student continues to assess those interests, abilities, values and personality factors which have not yet been clarified to his satisfaction.

C. 1. The student more specifically examines the various educational areas available to him, and chooses one that will prepare him for his chosen field.

2. The student chooses an institution that will allow him to implement his choice.

D. The student continues to expand his vocational and educational vocabulary.

E. The student continues to prepare himself in his career choice in terms of health, appearance, manners, and attitudes.

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APPENDIX C

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APPENDIX C

THEORIES

THEORIES

In 1951, Ginzburg, at the annual convention of the National Vocational Guidance Association, stated that vocational counselors attempt to counsel concerning vocational choice without any theory as to how vocational choices are made. This appeared to be a serious, but accurate generalization.

Therefore, as many counselors have had little time to invest in developing a theory, it seemed pertinent to point out some aspects of, and research in, several current theories, especially those concepts which seemed applicable to this project. Noticeably, ideas from many theories have been incorporated into this guide.

It is hoped, that some counselors will desire to delve further into some particular theories or into the development of their own theory, and that this brief introduction will prove of some use. At the least, it is anticipated that the counselor or teacher will recognize those aspects of various theories which are here incorporated. Many ideas used are not mentioned under theories, but are incorporated in the lessons under the heading, Background Materials for Teachers, especially those ideas concerned with "values" and "Major Occupational Fields".

NEEDS AND VALUES

This is an area of personality theory which relates choice to attempted fulfillment of needs consistent with the individual value system.

Katz[1] expresses the importance of an individual's value system this way:

> "If there is a single synthesizing element that orders, arranges, and unifies such interactions, that ties together an individual's perceptions of cultural promptings, motivating needs, mediating symbols, differentiating characteristics, and sense of resolution, that relates perception to self-concepts, and that accounts most directly for a particular decision or for a mode of choosing, it is here suggested that that element is the individual's value system."

From their study, Gribbons and Lohnes[2] drew the conclusions that counselors should assist young people at an early age to an increased awareness of their personal value heirarchies, to the improvement of their values, and to the integration of their values and their aspirations and plans. They showed that satisfaction and interest were far and away the most popular types of values put forward in the eighth grade. Also, the vocational values which were uppermost in the thoughts of their subjects early in adolescence remained uppermost throughout the five-year period. Marriage and family became consistently more popular with the passage of time; boys were persistently interested in salary and prestige and the girls in personal contact and social service. A noticable trend was from "Idealism" in the 8th grade (social service, personal goals, location and travel) to "realism" in the twelvth (marriage and family, preparation and ability, advancement). This, they conclude, is evidence for the emergence of more mature values, with a maturity of self-concepts early in the eighth grade sufficient to justify close attention from counselors at that time.

Centers and Bugental[3] demonstrated that individuals in lower-level occupations are more likely to be motivated by lower-order needs (pay, security, etc.) because these are not sufficiently gratified to allow higher-order needs (the self-fulfillment possible in the job itself) to become prepotent.

Dipboye and Anderson[4] related that the perceptions which an adolescent has of the roles played by the members of various occupations have an important influence on his career choice.

Most studies are consistent in their evaluation that junior high students have an idea of what is important to them, and that their values do not undergo any drastic changes. This appears to imply the importance of value-clarification at this level.

1 - Katz, M. Decisions and Values. New York: College Entrance Examination Board, 1963, p. 16.

2 - Gribbons, Warren D. & Lohnes, Paul R. Shifts in adolescents' vocational values. Personnel and Guidance Journal, Vol. 44 (November, 1965, pp. 248-52.

3 - Centers, Richard & Bugental, Daphne E. Intrinsic and extrinsic job motivations among different segments of the working population. Journal of Applied Psychology, Vol. 50, No. 3, 1966, pp. 193-97.

4 - Dipboye, W.J. & Anderson, W.F. Occupational stereotypes and manifest needs of high school students. Journal of Counseling Psychology, Vol. 8, No. 4, 1961, pp. 296-304.

SELF-CONCEPT IDENTITY APPROACH

Self-concept theorists are concerned with the occupational implementation of the self-concept, and the term "self-concept" appears in the work of a wide range of personality theorists.

Several of Super's propositions focus quite directly on this construct:[1]

1. Interests, values, and capacities are integrated and attain vocational meaning through the development and reality-testing of the self-concept.

2. The desire to play a socially approved role which has an adequate occupational equivalent is an essential aspect of job satisfaction.

3. There are tolerances wide enough to allow some variety of individuals in each occupation and some diversity of occupations for each individual.

4. Work and occupation provide a focus for personality organization for most men and many women, although for some persons this focus is peripheral, incidental, or even nonexistent.

5. Vocational preferences and competencies, the situations in which people live and work, and hence their self concepts, change with time and experience (although self concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

6. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self concept.

7. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which has growth and exploratory experiences have led him to consider congenial and appropriate.

Field[2] suggests that individuals choose actions which fit their current notions of:

---

1 - Super, Donald E., & Bachrach, Paul B. Scientific Careers and Vocational Development Theory. New York: Bureau of Publications, Teachers College, Columbia University, 1957.

2 - Field, F.L. Structure for the delimitation and study of vocational development. Cambridge, Mass. (17 Summer Rd.), 1961. Mimeo. See also, Field, Frank L., Kehas, Chris D., and Tiedeman, David V. The self-concept in career development: A construct in transition. Personnel and Guidance Journal, Vol. 41, 1963, pp. 767-71.

Self-Concept Identity Approach

1. what they are like
2. what they can be like
3. what they want to be like
4. what their situation is like
5. what their situation might become
6. the way they see these aspects of self and situation as being related.

Following the self-concept identity approach, the counselor should search for the hidden meaning of a choice. Does the choice implement a clear self-concept, a denial of part of the self, an accident or the economic situation, or is it based on clearly worked-out life values and an understanding of his own personality? As counselors, this theoretical framework suggests that we should aim at helping students to understand themselves and not merely be concerned with their making "wise" choices. The selection of the occupational persona may be a choice of great importance in the life of the individual, or it may be relatively inconsequential. We should remember that our work values are not necessarily those of our students.[3]

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3 - Stefflre, Buford. Vocational development: Ten propositions in search of a theory. Personnel and Guidance Journal, Vol. 44 (1966), pp. 611-16.

DEVELOPMENTAL PERSONALITY

Developmental theorists attempt to give different meaning to experiences at defined stages in the life cycle. Through examination of various stages and the principles of vocational development, it may be helpful to anticipate which stage of development a student is at and thus anticipate appropriate developmental tasks, as well as the student's general characteristics.

Beilin[1] took principles of general development and applied them to various principles of vocational development from several theories:

1. Development is a continuous process.
2. The developmental process is irreversible, i.e. the same set of conditions can never really exist in two different time samples in a particular progression of events.
3. Developmental processes are differentiable into patterns. "Occupational ability patterns" appear in the vocational literature[2], and other studies presently underway emphasize the pattern approach.
4. Principle of developmental pre-eminence. For Ginzberg, interests play a dominant role early in the process, then capacities, values, and last, reality considerations. The frequently used term, stage, derives mostly from a recognition of pre-eminences resulting from the interaction of the individual and his environment.
5. Levels of maturity. "The outcome of normal development is increasing maturity."[3]
6. Differentiation and integration. One finds with progression in time increasing differentiation and then integration of the new parts.
7. "The pace of development tends to be most rapid at the starting point and slows down with passage of time."[4] And the faster the rate of change the greater the opportunity to influence the outcome.
8. Development moves from dependence to independence.
9. Development moves from egocentric to social behavior. Occupational choices first tend to be egocentric; at later stages they move to increasing concern for society.
10. Interaction and interdependence. There is hardly an aspect of development which is not affected by some other.

The principles above specifically involve the Super and the Ginzberg theories.

1 - Beilin, Harry. The application of general developmental principles to the vocational area. Journal of Counseling Psychology, Vol. 2, No. 1, (1955, pp. 53-57).

2 - Paterson, D.G., & Darley, J.G. Men, Women and Jobs. Minneapolis: University of Minnesota Press, 1936.

3 - Jersild, A.T. Child Development and the Curriculum. New York: Teachers Coll. Bureau of Publications, 1946.

4 - Ibid, page 13.

Developmental Personality

Ginzberg analyzed the process of occupational decision into three periods:[5]

- I. Fantasy choices (before age 11)
- II. Tenative choices (between ages of 11 and 17)
  - a. Interests stage - choices made at this time are based almost exclusively on interests. (ages 11-12)
  - b. Capacities stage - (ages 13-14)
  - c. Values stage - (ages 15-16)
- III. Realistic period
  - a. Exploration stage - individual seeks for the last time to acquaint himself with his alternatives.
  - b. Crystallization stage - he determines his choice.
  - c. Specification stage - he determines his choice.

Out of the exploratory and establishment stages elaborated by Super,[6] the junior high level would most nearly coincide with the stage of adolescent and young adult exploration. Super views the period of adolescence as one of ascertaining and testing the realities of one's own nature and the world of work, and modifying the "tenative" self concept of childhood in such a way as to bring it into line with these realities. The groups influencing an individual's attitudes and behavior become increasingly more numerous and diverse. More information is acquired concerning the world of work; it concerns kinds of work activities associated with various occupations as well as the characteristics of people who are in these occupations.

Two other theorists have defined stages of vocational development which might prove useful:

Havighust defined six stages of vocational development:[7]

1. Identification with a worker (ages 5-10)
2. Acquiring the basic habits of industry (10-15)
3. Acquiring identity as a worker in the occupational structure (15-25)
4. Becoming a productive person (25-40)
5. Maintaining a productive society (40-70)
6. Contemplating a productive and responsible life (70 and above)

Hershenson's stages are sequential rather than chronological, i.e. the sequential nature of the stages rather than the chronological age at which they most typically occur is central:[8]

5 - Ginzberg, Eli. Toward a theory of occupational choice. Personnel and Guidance Journal, Vol. 30, April, 1952, pp. 491-94.

6 - Super, D.E. The Psychology of Careers. New York: Harper, 1957.

7 - Havinghurse, R.J. Youth in exploration and man emergent. In H. Borow (Ed.) Man in a World at Work. Boston: Houghton Mifflin, 1964. pp. 215-236.

8 - Hershenson, David B. Life-stage vocational development system, Journal of Counseling Psychology, Vol. 15, No. 1, 1968, pp. 23-30.

Developmental Personality

I. Social-amniotic stage - includes the prenatal period, is characterized by passivity, and is concerned with the individual's social background factors, family atmosphere, and vocational sequelae of early introjections. Answers the vocational question "Am I?"

II. Self-differentiation stage - control becomes important and concern with affective self-concept, attitudes, and values. Answers the vocational question "Who am I?"

III. Competence stage - energy is directed and there is concern with work. Vocational question is "What can I do?" Abilities are of importance.

IV. Independence stage - energy becomes goal-directed toward an occupation; interests are of importance and are verbalized. Vocational question is "What will I do?"

V. Commitment stage - energy is invested in a vocation; satisfaction is important. Vocational question is "What meaning does what I do have for me?"

Drawing his conclusions from research, Shoben[9,10] suggests that if ego-strength and interest patterning are related, as the data indicate, then improved ego functioning should result in greater interest differentiation and a better basis for vocational decision-making. This necessitates a focus during the early phases of counseling upon the extinction of defenses, verbalization of anxieties, development of a sense of security, realistic thinking, foresightedness, and self-control, and the learning of a variety of new ways of meeting problems.

Based on their research, Gribbons and Lohnes[11] point out the urgent need for early assistance (even before the eighth grade) to youngsters in developing accurate perceptions of their abilities, because youngsters are being forced to make pre-vocational choices as early as the eighth grade, and it can be assumed that those who are most ready and able to make choices will make the wisest decisions.

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9 - Shoben, E.J., Jr. A theoretical approach to psychotherapy as personality modification, Harvard Educ. Rev., 1953, 23, 128-142.

10 - Shoben, E.J., Jr. Counseling and the learning of integrative behavior. J. Counseling Psychology, 1954, 1, 42-48.

11 - Gribbons, W.D. & Lohnes, Paul R., Validation of vocational planning interview scales. Journal of Counseling Psychology, Vol. 11, No. 1, 1964, pp. 20-26.

SOCIAL PSYCHOLOGICAL FACTORS

There are many social factors which ought to be considered when a student's vocational development is being examined. Some factors and the results of some studies are mentioned here.

In addition to measured interests, intelligence, special aptitudes, and leisure time activities, a counselor ought to find out and give consideration to the following points:[1]

1. Social class membership. The facts that identify the counselee's social class, including occupation and income of parents, education of parents, place and type of residence, and ethnic background.
2. Home influences. Goals that parents have for the student, place amont siblings, influence of siblings, role of student in the family, family values and student's acceptance of them.
3. School. Scholastic achievement, relationships with peers and faculty, group goals and values in the school, vocational specialization if any.
4. Community. Group goals and values, the "thing to do" in the community, special career opportunities or influences, student's identification with the community and desire to stay there and accept its values.
5. Pressure Groups. Has the student or his parents been exposed to any particular influence that leads him to value one occupation over another? Is this influence compatible with the counselee's abilities, values, and needs?
6. Role Perception. Does the student want to be a leader, follower isolate, or just a "good Joe?" Is the student's perception of himself and his role in accord with the way others perceive him?

Recent studies point out the following for consideration:

1. One of the major limitations facing the lower income group in their modest level of aspiration.[2]
2. The following groups have a high probability of attending college:
   a. The high-status static--a person from the upper or upper-middle class who has absorbed the educational attitudes of his social group.
   b. The climber--a lower-middle or working-class youth who has a solid and realistic ambition to "get ahead" in life. This person has friends among boys and girls of higher social status, spends time in their homes, and absorbs their educational attitudes. He has a good mind, strong personality, and understands that self-control and hard work will be required of him. He is prepared to make the sacrifices necessary to achieve higher educational and consequently social mobility.

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1 - Lipsett, Laurence, Social factors in vocational development. Personnel and Guidance Journal, Vol. 40, January, 1962, pp. 432-37.

2 - Ginzberg, E. et al. Occupational Choice. New York: Columbia University Press, 1951.

Social Psychological Factors

   c. The strainer--a lower-middle or working-class youth whose goals in life are mixed and whose personality is vacillating. He wants to "make good" yet is not completely sure what this means. He makes friends with boys and girls higher on the social ladder, but is never quite sure that he desires their way of life. In the end it is something external to him, such as a G.I. Bill of Rights, that decides whether or not he will go on with his education.

3. Class "identification" is based on attitudes rather than objectively determined social class membership. Persons who are "objectively" working-class, for example, but consider themselves middle-class will show middle-class attitudes rather than working-class attitudes.
4. Adolescents in differing socio-economic groups tend to choose occupational objectives at the same level as, or higher than, their parents' occupations.
5. The level of educational and occupational aspiration is not just linked to intelligence, but the values specific to different status positions are important influences.

The factors pointed out above ought to be discussed and considered in any evaluation of a student in regards to vocational decision.

Additional References:

1 - Hollinshead, B. Who Should Go to College. New York: Columbia University Press, 1951.

2 - Centers, R. The Psychology of Social Classes. Princeton, N.J.: Princeton University Press, 1949.

3 - Handley, Isabel. "A Study of Factors Related to Occupational Objectives," unpublished Master's Thesis on file in the library at Occidental College, 1949.

4 - Sewell, William H., Haller, Archie O., and Straus, Murray A. Social status and educational and occupational aspiration. American Sociological Review, Vol. 22, No. 1, February, 1957, pp. 67-73.

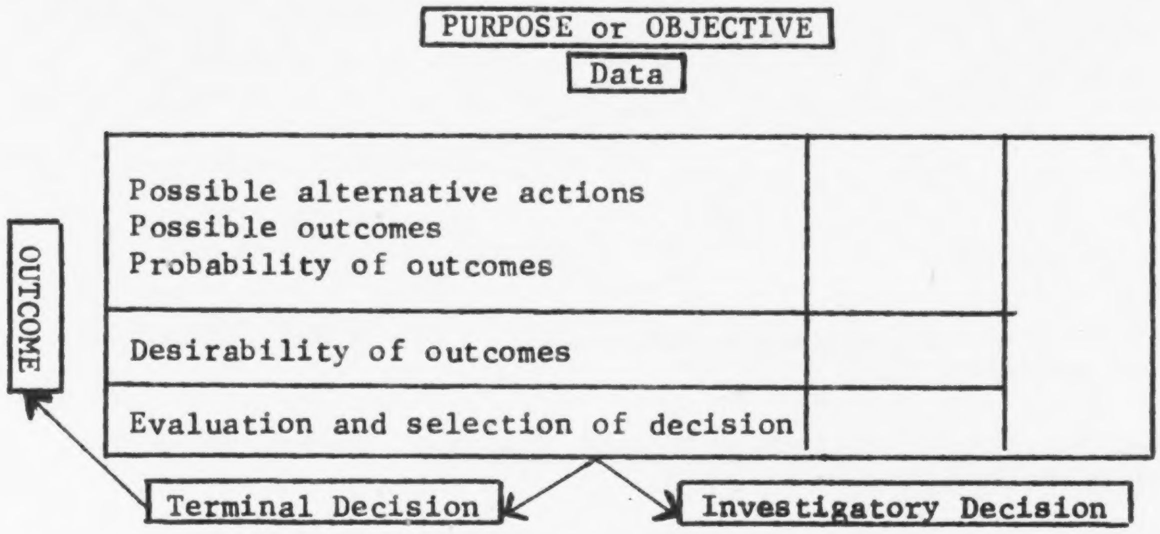
VOCATIONAL CHOICE
"Decision-Making"

A man cannot be considered a success because he is a doctor or a failure because he is an unskilled worker. Men achieve success only when they have found the work that brings them happiness. One must be able to stand out before others as fully responsible for his actions, i.e. as vocationally mature. Vocational maturity may well reflect an increase in planning activity, acceptance of responsibility, a general concern about the making of good decisions, and growth in rational decision-making ability.[1]

In a decision-making process, the following implications ought to be considered:

1. The assumption that the collection and utilization of relevant and realistic information is essential for realistic decision-making.
2. The broad, general purpose of secondary counseling would be to utilize decision-making opportunities for developing the student's capacity for subsequent decision-making. This would require that counselors:
   a. Help students learn to clarify alternatives.
   b. Pick out pertinent data.
   c. Use these data in their decisions.
   d. Take responsibility for the decision.
3. One of the most frequent problems encountered by guidance personnel is the inability of students and parents to assess accurately the probabilities of given alternatives and/or the lack of knowledge of the complete range of possible alternatives.[2]

One of the proposed decision-making frameworks is as follows:[3]


PURPOSE or OBJECTIVE
Data
Possible alternative actions
Possible outcomes
Probability of outcomes
Desirability of outcomes
Evaluation and selection of decision
OUTCOME
Terminal Decision
Investigatory Decision

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1 - Dilley, Josiah S. Decision-making ability and vocational maturity. Personnel and Guidance Journal, Vol. 44, December, 1965, pp. 423-27.

2 - Gelatt, H.B. Decision-making: A conceptual frame of reference for counseling. Journal of Counseling Psychology, Vol. 9, No. 3, 1962, pp. 240-245.

3 - IBID

The student should be encouraged to be tentative in their conclusions and to evaluate the decision-making mode.

In another decision-making model, the problem of deciding is divided into two periods or aspects:[4]

I. The Period of Anticipation.
    a. Exploration - number of different alternatives are considered, rather randomly.
    b. Crystallization - patterns emerging in the form of alternatives and consequences.
    c. Choice - clarification and commitment, person begins to organize in preparation for the implementation of his choice.
    d. Specification - perfects image of self in position, dissipates doubts concerning the decision.

II. The Period if Implementation and Adjustment - Imagination faces reality.
    a. Induction - associates start progress of perfecting expectations for person-relevance for his goal is receptive.
    b. Transition - primary mode of reaction is no longer responsive; it becomes assertive--group goal and field attacked in order to make it a part of the modified goal and field of the person.
    c. Maintenance - as need for assertiveness subsides, status quo reigns as possible.

In this model, it appears that secondary education would be primarily concerned with the Period of Anticipation.

Choice is not always the same as preference. The following factors which may cause choice to differ from preference, as Strong lists them, ought to be considered:[5]

1. Pressure of family or friends of family to enter a given vocation, to live near mother, etc.
2. Desire to marry, which handicaps further preparation for the preferred occupation.
3. An opportunity to become immediately established.
4. Lack of necessary finances to finish education.
5. Lack of necessary ability.
6. Lack of necessary personality.
7. Lack of requisite health.
8. Lack of information about preferred and competing occupations so that adequate plans cannot be formulated.

It is important that students realize that they cannot solve their problems unless they can define their goals and the consequences of their decisions. Establishing their goals and then submitting them to a decision-making framework should aid the student in becoming fully responsible for his actions, i.e., in becoming vocationally mature.

4 - Tiedeman, David V., Decision and Vocational Development: A Paradigm and Its Implications. Personnel and Guidance Journal, Vol. 40, September, 1961, pp. 15-21.

5 - Strong, E. K., Vocational Interests of Men and Women. Stanford: Stanford University Press, 1943.

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APPENDIX D

VOCATIONS IN BIOGRAPHY AND FICTION:
A SELECTED LIST FOR YOUNG PEOPLE

Prepared by

Joyce D. Howells

UTAH STATE BOARD OF EDUCATION
Division of Instructional Media
Salt Lake City, Utah
February 1968

PREFACE

The purpose of this bibliography is to help media coordinators find readable material about vocations. It was started in the spring of 1966 at the request of some of Utah's librarians and was compiled utilizing the following sources and extracting fiction and biography books printed since 1958.

1. Book Review Digest. New York: Wilson, 1960, 1961, 1962, 1963, 1964, 1965 and 1966.

2. Fiction Catalog, 1960. Seventh edition. New York: Wilson, 1961. Supplements 1961, 1962, 1963, and 1964.

3. Haebich, Kathryn A. Vocations in Biography and Fiction. Chicago: American Library Association, 1962.

4. Standard Catalog for High School Libraries. 8th edition. New York: Wilson, 1962.

5. Walker, Elinor. Doors to More Muture Reading. Chicago: American Library Association, 1964.

No attempt has been made to make this a comprehensive list; rather it is a selected list from the many fiction and biography books that might be considered to be about a vocation. Only those books are included which, from reading the annotations, seemed to have considerable material about a vocation, and include only those titles which would be suitable for the high school age group.

Annotations are not original: they are taken from the above sources except for the Fiction Catalog, which does not contain annotations. No attempt has been made to acknowledge the source of each quotation.

The subject headings for the most part are drawn from Vocations in Biography and Fiction, although a few have been drawn from other sources or added by the compiler.

Actors and Actresses

Hart, Moss. Act One. Random, 1959.

"Hart makes us familiar with the inner workings of the modern theater--its struggles of writing, rewriting, and production. He reveals the kindliness and interest that most great theater personalities show to their co-workers. His story appeals to mature, sensitive teenagers who like a warm, human story of a boy who made good and to those interested in the development of the theater."

Helburn, Theresa. Wayward Quest: The Autobiography of Theresa Helburn. Little, 1960. 344p. $5.00

"From early childhood Theresa considered the theater her home, first as an actress, then a playwright, a director of the Theatre Guild, a producer, and the promoter of such productions as Rodgers and Hammerstein's Oklahoma.

Howard, Leslie R. Quite Remarkable Father. Harcourt, 1959. 307 p. $4.75.

"Leslie Howard's daughter reveals her father as a warm, lovable man who worked hard, was devoted to his art, and was always an entertaining personality."

Marinacci, Barbara. Leading Ladies: A Gallery of Famous Actresses. Dodd, 1961. 306p. $4.00.

"The careers of leading actresses show some similar patterns and some intriguing differences. The actresses included are: Mary Betterton, Peg Woffington, Sarah Siddons, Charlotte Cushman, Ellen Terry, Sarah Berhhardt, Eleonora Duse, Minnie Maddern Fiske, Ethel Barrymore, Laurette Taylor, and Gertrude Lawrence."

Murray, Ken. Life on a Pogo Stick: The Autobiography of a Comedian. Winston, 1960. 180p. $3.95.

"Ken's career began with play acting in the attic and went on to work in television, films, and an award-winning picture with a cast of birds."

Noble, Iris. Great Lady of the Theatre: Sarah Bernhardt. Messner, 1960. 192p. $2.99.

"The author relates the events of Bernhardt's rich and colorful life, including her romantic involvements, with honesty and good taste; portrays her vibrant, impetuous personality with understanding and objectivity; and details her long stage career with an appreciation of the personal magnetism, dedicated effort, and unfailing courage behind her brilliant acting achievements. A well-researched narrative set against a background of social and theatrical history, for girls interested in acting and the drama."

Actors and Actresses--Continued

Wynn, Keenan. Ed Wynn's Son. Doubleday, 1959. 236p. $3.95.

"A boy with too much money to spend and too many fast motorboats to run, tells of the stage routines he had to learn and the life adjustments he had to make in order to become an actor."

Aeronautics

Archibald, Joseph, Jet Flier. Longmans, 1960. 182p. $4.95.

"Burnell had flown about everything that had wings up to World War II, but the commercial airlines demanded that he go back to school and serve as co-pilot and then as pilot of small planes before he graduated to the four-engined jets."

Everest, Frank K. The Fastest Man Alive; by Frank K. Everest, Jr.; as told to John Fuenther; foreword by Albert Boyd. Dutton, 1958, 252p. $4.00.

"America's top test pilot, his boyhood in West Virginia, his combat services in World War II, and his recent achievements with the supersonic planes at Edwards Air Force Base."

Cann, Ernest. Fate Is the Hunter. Simon & Schuster, 1961.

"The vivid, dramatic presentation of these very personal reminiscences draws the reader into the cockpit and allows him to share vicariously the author's feelings and actions, the secrets as well as the beauties of flight. Occasional crudities are part of the tension of the moment, and any mature reader who appreciates a well-told story responds with admiration, whether or not he brought to it a previous interest in flying."

Hamre, L. Edge of Disaster; translated from the Norwegian by Evelyn Ranisdeu. Harcourt, 1960. 125p. $2.75.

"Lieutenant Peter Hovden, jet pilot in the Norwegian Air Force, self-confident and a trifle conceited, is forced to abandon his ship during a training flight. Though cleared by the Pilot Investigation Board, Peter is haunted by the fear that he will make a mistake in a difficult situation during a formation flight. How his plight is solved through the understanding of his commanding officer and dearest friend makes this one of the most interesting stories of jets and jet flying this reviewer has come across. What's more its gentleness and understanding of human nature, especially for teenagers is most rewarding. Its foreign flavor and glossary of jet terminology are most interesting."

Aeronautics--Continued

Knauth, Percy. Wind on My Wings. Doubleday, 1960. 237p. $3.95.

"Percy Knauth fulfilled a 30-year dream of flying his own plane and takes the reader through all steps of the process."

Marchie, Guy. World Aloft. Houghton, 1960. 389p. $3.75.

"The author takes the reader into the cockpit with him as he describes the airman's world: winds and storms, aero-dynamics, the secrets of flight, navigation, and the sound barrier."

Sims, Edward H. American Aces in Great Fighter Battles of World War II; foreword by Nathan F. Twining. Harper, 1958, 256p. $3.95.

"Based on official records and personal interviews in this chronicle reenacts the most thrilling missions flown by the 12 top surviving aces of the U. S. Army Air Corps during World War II."

"More than an adventure story, 'American Aces' furnishes a revealing insight into military strategy and aerial tactics. General Nathan F. Twining, Air Force Chief of Staff, in a foreword calls this account of fighter battles an informative chapter to the history of aerial warfare."

Air Stewardess

O'Malley, Patricia. Leslie Takes the Skyroad. Dodd, 1959. 242p. $3.00.

"Leslie had to start her stewardess career in the smallest and slowest airplane on the line, but she finally fulfilled her dream on a non-stop jet to California."

Animal Trainers

D'Essen, Lorrain. Kangaroos in the Kitchen. McKay, 1959. 306p. $4.50.

"Some 15 to 20 uncaged, heterogeneous animals live together in harmony because their trainer has developed methods of handling and training them through kindness rather than through fear."

Animal Trainers--Continued

Dhotre, Damoo, and Taplinger, Richard. Wild Animal Man. Little, 1961. 154p. $3.50.

"His uncle laughed at little Damoo when he said he wanted to join the circus and become an animal trainer, but the boy's kindness for and understanding of animals, plus his courage in the face of danger, enabled him to fulfill his dream."

Keller, George. Here, Keller--Train This. Random, 1961 246p. $3.95.

"George Keller's career as an animal trainer began when he was shipped a full-grown mountain lion as a gift and was challenged to train it. He trained wild animals as a hobby before he gave up the teaching profession to become a full-time trainer and performer."

Archeologist

Braidwood, Robert J. Archeologists and What They Do. Whatts, 1960. 180p. $3.95.

"An eminent archaeologist takes the reader on a dig to show how the archaeologist knows where to work, what he does with what he finds, and his difficulties and rewards."

Holden, Raymond P. Secrets in the Dust: The Story of Archaeology. Dodd, 1959. 171p. $2.75.

"Uncovering cave paintings, fabulous tombs, prehistoric tools, and the many evidences of lost civilizations is as exciting as unraveling a detective mystery."

Michener, James A. The Source. Random House, 1965. $7.95. 909p.

"The author weaves a story around a fictional archaeological site in Israel called Makor. The time element extends from 12,000 years ago to the days when the modern state of Israel was established."

Thomas, Ronald W. Young Lawrence of Arabia, by James Cadell, pseud. Roy, 1960. 139p. $3.00.

"Young Ned was always off on his own, climbing the highest towers, exploring the most dangerous underground streams, and risking his life for the sake of archaeological discoveries."

Architects

Blake, Peter. Master Builders. Knopf, 1960. 399p. $8.00.

"The impact of the personalities of Le Corbusier, Mies van der Rohe, and Frank Lloyd Wright is to be seen in steel and glass, concrete and wood, brick and stone--in office building, apartment house, or private home."

Bush-Brown, Albert. Louis Sullivan. Braziller, 1960. 128p. $4.95.

"Brought up by his grandparents in Massachusetts, Louis awakened to rhythm as he watched street sweepers; to power as water burst a dam he had built across a brook; to craftsmanship as he studied a cobbler at work; and to the inspriation of nature itself as he looked at a tall, slender, graceful elm tree."

Forsee, Aylesa. Frank Lloyd Wright: Rebel in Concrete. Macrae Smith Co., 1959. 181p. $3.75.

"Offers to teen-age readers a good introduction to the colorful personality and architectural achievements of Frank Lloyd Wright. The writer depicts his family background, boyhood days in Wisconsin, and early struggles in Chicago, showing him as a rebel both by inheritance and training. She then shows at greater length the creative architectural philosophy he taught and the revolutionary concepts and techniques which he carried out in the design and construction of many different types of buildings. Excellent photographs increase the book's architectural interest and value."

Jacobs, Herbert. Frank Lloyd Wright: America's Greatest Architect. Harcourt, 1965, 223p. $3.95.

"This covers Wright's struggle to establish new concepts in architecture, his personal life, including his marriages and the scandals and tragedies involved, his financial difficulties, and the honors and success which came to him in later life."

"The problems, the thinking, and the work of an architect are presented so well that the book also becomes an introduction to architecture."

Artists

Daugherty, James. William Blake; with reproductions of drawings by William Blake, Viking, 1960. $4.00.

Artists-Continued

"From deep appreciation of one artist for another develops a simple, delightful biography of the enigmatic William Blake. The author pictures Blake the man, human, lovable, and forthwright; the artist and pet whose trust in God and confidence in man has left a heritage of lyrics and paintings full of freshness and intense beauty. Homey style, excellent foreword, and papers of Blake's engravings of the Canterbury pilgrims, and 21 reproductions of illustrations for the Book of Job with commentaries by Daugherty all add up to a fine biography for high school literature and art collections."

Friedenthal, Richard. Leonardo de Vinci: A Pictorial Biography. Viking, 1959. 142p. $6.50.

"Passionate curiosity was the trait which led Leonardo de Vinci into accomplishments in six fields: painting, sculpture, architecture, music, engineering, and science, but he is best known for his work in art."

Athletic Coach

Blaik, Earl H., and Cohane, Tim. You Have to Pay the Price. Holt, Rinehart & Winston, 1960. 429p. $4.95.

"One of America's greatest football coaches tells of the work, sweat, dedication, strategy, research, heartbreaks, and triumphs which are behind the scenes of the glory and stardom of a winning football team."

Authors

Franchere, Ruth. Stephen Crane: the story of an American writer. Crowell, 1961. 216p. $2.75.

"Covering the principal events of the American writer's life, from the time he was a restless college student already frequenting police courts and slums in an effort to observe and depict life realistically to his early death from tuberculosis, which perceptive biography shows the genesis of this most famous work. Throughout it reveals Crane as a talented, improvident, and sometimes irresponsible nonconformist, tormented by inner conflicts but passionately dedicated to writing. A difficult subject Portrayed with understanding, honesty, and good taste."

Green, Peter. Kenneth Grahame: A Biography. World, 1959. 400p. $6.00

"An unhappy childhood and a motherless home with a drunken father, and the prevention of the fulfillment of his most cherished dream, did not deter Kenneth Grahame from writing The Wind in the Willows, a book which is cherished by all mankind."

Authors--Continued

Kyle, Elizabeth. Girl with a Pen: Charlotte Bronte. Holt, 1963. 211p. $3.50.

"Focusing on the period between Charlotte Bronte's 17th and 31st years, this book tells how this young woman from a Yorkshire parsonage eventually came to astound a London publisher with the news that she was the author of Jane Eyre. It reveals more of Charlotte's genius as a writer than Wild Decembers or the Young Brontes which are concerned with the family as a whole."

Pasternak, Boris. I Remember: Sketch for an Autobiography. Pantheon, 1959. 192p. $3.75.

"The Russian author, who grew up in an art-saturated world, recalls the incidents and influences that made him the writer we know today."

Automobile Racer

Daley, Robert. Cars at Speed: The Grand Prix Circuit. Lippincott, 1961. 303p. $5.95.

"Speed, danger, courage, split-second reactions, and perfect coordination characterize the famous drivers who have made racing history."

Baseball Players

Hirshberg, Al. Eddie Mathews Story. Messner, 1960. 192p. $2.95.

"Having a father who was an infielder and a grandfather who was a batter, Eddie seemed to have a head start in the game, but his father wisely insisted that he have experience in the minor leagues before trying for a major-league position."

Hirshberg, Al. Man Who Fought Back: Red Schoendienst. Messner, 1961. 192p. $2.95.

"Red starred in sandlot baseball, injured and almost lost his eye as a teen-ager, and suffered tuberculosis during his career, but he had the determination to carry on and write his name in baseball history as a switch hitter and second baseman."

Plimpton, George. Out of My League. Harper, 1961. 150p. $3.50.

"George Plimpton, an editor, actually got to pitch against some major league all-stars like Willie Mays, Ernie Banks, and Richie Ashburn and realistically describes how he got in shape for the game and its hazards and fleeting triumphs."

Baseball Players -- Continued

Rowan, Carl T. Wait Till Next Year: The Life Story of Jackie Robinson. Random, 1960. 339p. $4.95.

"From a sharecropper's cabin came a Negro boy who had the intelligence and courage to fight prejudice in order to use his great ability as a baseball player."

Schoor, Gene. Lew Burdette of the Braves. Putnam, 1960. 186p. $2.95.

"Lew found his way into baseball through a job with a company that took the game seriously. He won his way to fame after a series of slow, sure successes in the minor leagues."

Basketball Coaches

Olson, Gene. The Ballhawks. Westminster Press, 1960. 186p. $2.95.

"This is a story of the new high school basketball coach's struggle against conformity in a small town in Oregon. His defense of two boys under suspicion and his sucess with the basketball team lead him into conflict with the head of the school board."

Boxers

Moore, Archie. Archie Moore Story. McGraw-Hill, 1960. 240p. $4.95.

"Archie Moore turns from poor boy with a criminal record to light heavyweight champion of the world through love of boxing, a determination to learn, and the courage to carry through."

Caterer

Edell, Celeste. Lynn Pamet: Caterer. Messner, 1960. 192p. $2.95.

"In a talented family Lynn's only skill was cooking and she wanted to make a career in that field glamorous and exciting, but she had to wash vegetables and work from the bottom up before she was able to do so."

Choreographer

Humphrey, Doris. Art of Making Dances. Rinehart, 1959. 189p. $6.50

"A great artist of the dance tells of composing dances for the modern theater, with lighting, props, costumes, music, and words all considered as essential parts of the whole."

Dancers

Almedingen, E. M. *Young Pavlova*. Roy, 1960. 138p. $3.00.

"Anna Pavlova had wanted to dance ever since she could remember, but the audition for a place in the Russian Imperial Ballet School was a grueling experience which almost discouraged her from going on in the career in which she later achieved fame."

Diver

Clarke, Arthur C. *Challenge of the Sea*. Holt, Rinehart & Winston, 1960. 167p. $3.95.

"An expert skin diver tells of the possibilities of exploring the mysteries of the sea with the aqualung and the bathyscope and of the opening of a new era of diving for both pleasure and scientific knowledge."

Diplomats

West, Morris L. *The Ambassador*. Morrow. $4.95. 275p. 1966.

"This novel is about a fictional ambassador named Maxwell Amberly from the United States, sent to South Vietnam, which is under the rule of a fictional Catholic president named Phung Van Cung. Amberly, who narrates the story, becomes involved with an American named Yaffa, who represents an organization called, for want of a better title, the Central Intelligence Agency. The Ambassador comes head-on against the problem--foreshadowed clearly at the very start--of what to do when the time comes to get rid of Cung. This tyrant--though a noble man, a pious Catholic, and a dedicated patriot--is not running the country the way the United States and other factions think he should. So, at last, our Ambassador decides that he must secretly back the local generals in the coup against Cung, with the hope that the President's life will be spared. It isn't. The moral confusion of his deed shatters the Ambassador; he nearly loses his sanity, and retreats to his Japanese teacher in the hope of finding some solace."

Entertainers

Berg, Gertrude. *Molly and Me*. McGraw-Hill, 1961. 278p. $4.95.

"Gertrude Berg, better known as Molly Goldberg to the TV audience, reminisces about her start in the entertainment world when her father bought a hotel in the Catskills and assigned her the job of keeping the guests amused when storm clouds gathered."

Entertainers -- Continued

Linkletter, Art. Confessions of a Happy Man. Random, 1960. 250p. $3.95.

"Art Linkletter speaks of his life in the radio and TV studios of Hollywood and of his happiness in spite of many setbacks, for all his experiences added up to an adventure in living which became his career."

Football Player

Smith, Don. Frank Gifford Story. Putnam, 1960. 192p. $2.95.

"In spite of Frank's special urge to play football, it took him two years to make the varsity squad in high school and even then he was put only on third string. Many times since then the Giants' success has been dependent on the quality of Giff's play."

Forest Ranger

Hambleton, Jack. Fire in the Valley. Longmans, 1960. 156p. $3.75.

"The story of the famous forest fire which nearly wiped out Sudbury, Ontario, in 1956 reveals the complex operation and dogged bravery of the fire rangers who guard a nation's forests."

Geologist

Gould, Charles N. Covered Wagon Geologist. University of Oklahoma Press, 1960. 282p. $4.00

"Charles Gould had a small rock collection in early childhood, but it was a lecture on geology in his early college days which determined the course of his life."

Golfer

Jones, Robert T. Golf Is My Game. Doubleday, 1960. 253p. $4.50

"Bobby Jones tells of his 14 years of exciting championship competition and explains the basic principles of how he makes the ball do what he wants."

Government and Public Service Agent

Mazo, Earl. Richard Nixon: A Political and Personal Portrait. Harper, 1959. 309p. $3.95.

"The former vice-president of the United States earned his own way and made his own decisions as he prepared himself for the prominent part he was to play in politics during the Eisenhower administration."

Horticulturist

Steinmann, Else, Lia and the Red Carnations. Pantheon, 1960. 221p. $3.00.

"Lia worked long hours in the flower fields, growing carnations and cutting, sorting, and bunching them for sale."

Illustrators

Rockwell, Norman. Norman Rockwell: My Adventure as an Illustrator. Doubleday, 1960. 436p. $4.95.

"Norman Rockwell's early talent led him to notice the smallest details and to realize the necessity of drawing from the object itself rather than from memory."

Inventor

Lavine, Sigmund A. Kettering: Master Inventor. Dodd, 1960. 173p. $3.00

"Kettering considered himself a monkey-wrench mechanic, but he became a scientist, engineer, and inventor who spent his life revolutionizing various industries by adding improvements to the automobile, refrigerator, diesel engine, and other mechanical devices."

Journalists

Ault, Philip H. News Around the Clock: Press Associations in Action. Dodd, 1960. 179p. $2.75.

"To get the news and get it first requires fast action on the part of the reporter."

Frazier, Neta L. Something of My Own. Longmans, 1960. 212p. $3.25.

"Charlotte works on a newspaper to earn college expenses and, in addition to the daily problems, learns to assume responsibility in dealing with eccentric customers and unexpected demands."

Horan, James D. The Seat of Power. Crown, 1965. 438p. $5.95.

"Duke Malloy, a reporter for an afternoon newspaper, gets his chance to trace municipal corruption to its highest and most deadly sources when Action Jackson, a gangster with a grudge comes to him with a story that is guararteed to light a trail of revelation almost all the way to the White House."

Lewis, Milton. David White, Crime Reporter. Dodd, 1958.

"Just out of college, David's first job is as a crime reporter on a New York paper."

Judge

Frank, Martin M. Diary of a D. A. Holt, 1960. 274p. $3.95.

"A famous New York judge tells of his experiences as assistant district attorney in the Bronx and describes a variety of cases, crimes, legal procedures, and courtroom tactics."

Lawyers

Auchincloss, Louis. Powers of Attorney. 280p. $4.50.
Houghton, 1963.

"Each of the 12 episodes which make up the book concerns a member of the fictional law firm of Tower, Tilney and Webb. Clitus Tilney, the senior partner, has set his stamp on the firm. He is responsible for the growth that makes envious competitors refer to it as a law factory and responsible too for the retention of ethical principles considered old-fashioned by certain of his colleagues."

Dewlen, Al. Twilight of Honor. McGraw, 1961. 328p. $4.95.

"Novel about a lawyer, Owen Paulk, appointed much against his will as public defender in what seems an indefensible murder case. The victim was the idol of the town in the Texas Panhandle. The killer--who had confessed to the crime--was an improverished and dull-minded hitchhiker with only one emotion, his love for his teen-aged wife Patty Sue. Paulk's problems are many, and over-whelming prejudice against his client is only one of them. Will the peculiarly written laws of Texas work for him or against him? He has a dirty job, which he must in honor and justice do as well as possible."

Noble, Iris. Clarence Darrow, Defense Attorney. Messner,
1958. 192p. $2.99.

"From country schoolmaster to renowned attorney, Darrow emerges as a man of many conflicting attributes, scornful of ignorance, dedicated to the underdog, gregarious, agnostic. His beloved Chicago and his country knew the impact of the man in such divergent fields as science, economics, and criminology through the Scopes, McNamara, and Leopold-Loeb trials. Not overlooked are personal shortcomings and sadnesses in Darrow's life, including his divorce and trial for bribery."

Wilkie, Katharine E. Man Who Wouldn't Give Up: Henry Clay.
Messner, 1961. 192p. $2.95.

"Henry Clay dreamed of practicing law while he was working in a grocery store at 14 and visited the statehouse to listen to thrilling speeches during his spare time. Later, he became secretary to a judge, a criminal lawyer, and defender of the freedoms insured by the Constitution."

Miner

Lerner, Leonard. Miracle at Springhill. Holt, Rinehart & Winston, 1960. 179p. $3.75.

"Leonard Lerner, a news editor for the Boston Globe, takes the reader inside the lives of miners working a mine at Springhill, Nova Scotia."

Missionaries

Cousins, Norman. Dr. Schweitzer of Lambarene; with photographs by Clara Urquhart. Harper, 1960. 254p. $3.95.

"This is in no sense a complete biography. It is, rather, a portrait by the well-known editor of the Saturday Review, based on a personal visit to Lambarene several years ago. An intimate honest portrait of Schweitzer as physician, philosopher, musician, theologian, and above all, humanitarian, it includes fine descriptions of members of the hospital staff. Many photographs and a full statement of Schweitzer's Peace or Atomic War? is given in the appendix. Should prove far more inspirational to high school students than most of the more complete biographies on the market."

Musicians

Callinicos, Constantine. Mario Lanza Story. Coward-McCann, 1960. 256p. $3.95.

"Mario Lanza's life, in spite of his talent and popularity, was a long struggle against fear, insecurity, and distrust."

Ewen, David. Leonard Bernstein: A Biography for Young People. Chilton, 1960. 174p. $3.50.

"Leonard Bernstein was frail, antisocial, sad, and lonely as a child, but he had tremendous talent for music and he was willing to live a hand-to-mouth existence in order to attain success in it."

Ewen, David. With a Song in His Heart; the story of Richard Rodgers. Holt, 1963. 216p. $3.95.

"A biography which touches only briefly on the composer's life outside the theater but discusses his work in considerable detail. In describing and evaluating the many plays for which Rodgers wrote the music, it presents him as a genius unsurpassed in his contribution to the growth and development of the American musical theater. His two best known collaborators, Lorenz Hart and Oscar Hammerstein II, are characterized."

Musicians--Continued

"For young people this biography of one of their favorite composers will seem sheer magic. It is theater, it is backstage, it is the lowdown on how it all happened--hit songs, 'Oklahoma!' 'Carousel'. The 12-16's (and up) will not want to lay it down."

Gilbert, Nan. *Academy Summer*. Harper, 1961. 210p. $2.79.

"Leslie Wilding found vocal competition stiff at the famous music academy and had to learn that if she wanted to achieve success in the musical world she had to work for it."

Kielty, Bernardine. *Jenny Lind Sang Here*. Houghton, 1959. 179p. $1.95.

"Jenny Lind's voice was discovered one day as she was singing to her cat, but the Swedish singer had to rise from poverty and overcome a temporary loss of her talent before she became world-famous."

Kyle, Elizabeth. *The Swedish Nightingale*; Jenny Lind. 223p. 1965. $3.75.

"Lively conversation gives a realistic tone and a romantic lilt to the colorful life of Jenny Lind. Aspiring young musicians will receive a healthy inspiration from this book. Do add it to the shelves of Junior High Library."

Shaw, Arnold. *Belafonte: An Unauthorized Biography*. Chilton, 1960. 338p. $3.50.

"The popular and talented ballad singer rose from a broken home and underprivileged childhood to prominence on the stage, screen, and television after many false starts and disappointments."

Smith, Kate. *Upon My Lips A Song*. Funk & Wagnalls, 1960. 213p. $3.95.

"Kate Smith started with the gift of a beautiful voice and the urge to sing, but she was the object of fat-girl jokes for four years before her real talent became known and she could find happiness in her career."

White, Hilda. *Song Without End*; the love story of Clara and Robert Schumann. Dutton, 1959. 300p. $3.95.

"Girls will enjoy the story of Clara and Robert Schumann. . . Clara's father was unyielding in his discipline of his young daughter in his ambition to make her a celebrated piano virtuoso, while she at the tender age of 13 was infatuated with her father's music pupil Robert Schumann. Included in the biography of a maturing love are such musicians as Chopin and Liszt who contributed to the artistic growth of Clara Wieck."

Naturalists

Douglas, William O. Muir of the Mountains. Houghton, 1961. 183p. $2.00.

"John Muir often risked his life in his eagerness to learn about the dramatic and beautiful world in which he lived, viewing with awe the majesty of an earthquake, a windstorm, a glacier, or the wilderness."

Tharp, Louis H. Louis Agassiz: Adventurous Scientist. Little, 1961. 200p. $3.75.

"Louis Agassiz never ceased questioning, exploring, dreaming of new things to do, and doing them."

Nurses

Bartholomew, Carol. My Heart Has Seventeen Rooms. Macmillan, 1959.

"The hospital episodes and descriptions of family life in a foreign land appeal to nursing enthusiasts as well as to girls who enjoyed the Santha Rama Rau books."

Blatter, Dorothy. Cap and Candle. Westminster Press, 1961. 190p. $2.95.

"Filiz Demir determines to become a nurse despite the opposition of her family, who regard nursing as a degrading occupation for a Turkish girl. After her young deaf-mute sister dies of typhoid, Feliz is allowed to fulfill her ambition to combat ignorance and superstition as well as disease among her people."

"An idealistic, warmly human novel on a much more mature level than most teen novels, this shows exceptionally well the problems young people face in a newly developing country."

Grubb, Davis. The Voices of Glory. Scribner, 1962. 469p. $5.95.

"A whole town springs to life here, through the voices of nearly thirty people--the men, women and children living in the 1920's in a West Virginia river town called Glory, doctor, criminal, banker, cook, school teacher and barber, each one tells his story. These lives interconnect and in all of them one woman plays a crucial part. She is Marcy G. Cresap, the public health service nurse. The voices tell the story of this indomitable woman's battle with disease and injustice."

Hobat, Lois. Elaine Forest: Visiting Nurse, Messner, 1959.

"A Chicago debutante becomes a skilled nurse and learns that sympathy and warmth are as essential as skill and diligence."

Nurses--Continued

Stone, Patti. *Nina Grant: Pediatric Nurse*. Messner, 1960. 191p. $2.95.

"Nina's extreme sympathy for sick children interfered with her efficiency and she was awed by her new responsibilities, but she was determined to give the tender, loving care that was the requisite of a good nurse."

Wright, Helen, and Rapport, Samuel. *Great Adventures in Nursing*. Harper, 1960. 288p. $3.19.

"Men and women who have dedicated their lives to the care of the sick are shown at work in hospitals, in the Australian bush, among the lepers, in the slums of big cities, in remote sections of the Kentucky mountains and during wars."

Painters

Gregory, Horace. *World of James McNeill Whistler*. Nelson, 1959. 255p. $5.00.

"Whistler failed at West Point and tried out several careers before his skill in the arrangement of various tones of color started him on the road to fame."

Hartog, Jan de. *The Artist*. Atheneum Publishers, 1963. $5.00.

"This is the story of a man who has lost all meaning in life. The hero has spent most of his life at sea, working so that he will be able to retire and devote his last years to the only thing that has meaning for him--painting. He achieves his goal, retiring to a houseboat anchored in the heart of Paris on the Seine, but he soon finds that he can no longer relate any more to canvas. He feels dead, useless, until a stray dog wanders onto his boat, weak and frightened. Through the dog the artist is once more able to find new meaning in his life."

Pianists

Chasins, Abram and Stiles, Villa. *Van Cliburn Legend*. Doubleday, 1959. 238p. $3.95.

"A lanky young Texan, unheard of one day, an international hero the next, achieved his success as a concert pianist because of his single-minded devotion to his art."

Pianists--Continued

Harding, Bertita. Concerto: The Glowing Story of Clara Schumann. Bobs-Merrill, 1961. 288p. $5.00

"Clara Wieck felt herself doomed to the endless hours of practice and performance demanded of her by her father until she met Robert Schumann, a gifted young composer. Their talents flowered together until tragedy struck, after which she continued to make a living on the concert stage."

Physicians

Manton, Jo. Elizabeth Garrett, M. D. Abelard-Schuman, 1960. 159p. $3.00.

"Elizabeth Garrett refused to be discouraged when her desire to study and practice medicine was greeted with shock and scorn. Through the inspiration of the American Dr. Elizabeth Blackwell, she qualified as a doctor and opened the profession to women in Victorian England."

Miller, Helen M. Woman Doctor of the West: Bethenia Owens-Adair. Messner, 1960. 191p. $2.95.

"Bethenia began life in the pioneer country of Oregon where she herded cattle and worked on her father's farm before she began to battle prejudice on the frontiers of American medicine, graduated from a medical school, and became a qualified surgeon."

Opie, June. Over My Dead Body. Dutton, 1959.

"Girls from junior high school up who are interested in medicine and related vocations or in reading about handicapped people are fascinated by this story."

Trumper, Hubert B. Doctor's Weekend, by Hubert Bagster, pseud. Simon & Schuster, 1960. 191p. $3.50.

"An English country doctor gives a humane and amusing account of the realities of his experiences with patients.'

Wright, Helen, and Rapport, Samuel. Amazing World of Medicine. Harper, 1961. 301p. $3.19.

"Here are tales of the heroism and self-sacrifice of doctors who have fought prejudice, ignorance, and indifference; have made great pioneering discoveries in medicine; have fought to have their discoveries adopted by the medical profession; and have brought medical care to such remote regions as Laos."

Physicists

McKown, Robin. She Lived for Science: Irene Joliot-Curie.
Messner, 1961. 192p. $2.95.

"Irene inherited her love of science from her famous parents, Marie and Pierre Curie; her curiosity and sense of order led to a career in nuclear physics and to the mass production of isotopes for medicine and for bio-chemical research in industry, archaeology, oceanography, and other sciences."

Tyndall, John. Faraday as a Discoverer. Crowell, 1961
312p. $2.75.

"Faraday began with simple physics experiments which led to his developing the facts, relations, principles, and laws of the electric current."

Wise, William. Albert Einstein: Citizen of the World. Farrar,
1960. 181p. $2.95.

"Einstein was a poor student as a child, lonely as a teen-ager, and unsuccessful as a college graduate, but he rose to fame rapidly after he pursued his real interest in physics and published his initial theory of relativity."

Playwrights

Noble, Iris. William Shakespeare. Messner, 1961. 190p.
$2.95.

"Young Shakespeare had only a grammar-school education, but he acquired a knowledge of human nature and literary technique through many activities--wandering in the forest of Arden, soaking up folklore; serving as a law clerk; traveling with a group of strolling players--and wrote plays that established him as one of the greatest dramatists in all literature."

Poets

Gibbon, Monk. Masterpiece and the Man: Yeats as I Knew Him.
Macmillan, 1959.

"Willie Yeats was a shy youth who, through the encouragement of his father, became indifferent to everything except the perfection of his art as a poet and a playwright."

Sergeant, Elizabeth S. Robert Frost: The Trial by Existence.
Holt, Rinehart & Winston, 1960. 451p. $6.00.

"Miss Sergeant tells of the poet's early childhood in San Francisco, his school years in Massachusetts, his student days at Dartmouth and Harvard, his teaching career, and his emergence as a major poet."

Psychiatrists

Baker, Rachel. Sigmund Freud. Messner, 1959. 189p. $2.95.

"Sigmund Freud began winning honors early in life and attained fame because he realized that sick minds could create sick bodies and found ways to help the mentally ill."

Ranchers

Holt, Stephen. Ranch Beyond the Mountains. Longmans, 1961. 194p. $3.50.

"Larry Maclaine had a cowboy's knowledge of horses and cattle, and Bomber Bates had a rundown ranch in British Columbia but no knowledge of ranch life. Between the two of them they managed to round up the cattle, mend the fences, and put the ranch into working order."

Scientists

Gendron, Val. Dragon Tree: A Life of Alexander Baron von Humboldt. Longmans, 1961. 214p. $3.95.

"A dragon tree whose trunk was divided into many branches symbolized for Alexander the unknown mysteries of the world, which he set out to solve in the fields of science: horticulture, botany, zoology, astronomy, physiology, geology, and oceanography."

Yost, Edna. Women of Modern Science. Dodd, 1959. 176p. $3.00

"These gifted women chose their lifework in science and have achieved success in various fields: Jocelyn Crane, zoology; Helen Sawyer Hogg, astronomy; Florency Van Straten, meteorology; Lise Meitner, physics; Gladys Emerson and Gerty Cori, biochemistry; Elizabeth Russell, zoology and genetics; Rachel Brown, antibiotics; Chien Wu, nuclear physics; Edith Quimby, radiology; and Dorothea Rudnick, embryology."

Social Workers

Day, Beth. Shirttail to Hang To: The Story of Cal Farley and His Boys Ranch. Holt, 1959. 232p. $3.95.

"An unhappy childhood led Cal Farley to struggle for self-esteem through sports and then to build a home for underprivileged boys so that they, too, might learn to live a satisfying life."

Surgeons

Magnuson, Paul B. Ring the Night Bell: The Autobiography of a Surgeon. Little, 1960. 376p. $5.00.

"As a boy, Paul Magnuson already had a concern for medicine, and during his college and internship days he became especially interested in bone and joint disorders and the surgery required to heal them."

Taxidermists

Sutton, Felix. Big Game Hunter: Carl Akeley. Messner, 1960. 192p. $2.95.

"Carl Akeley was a skilled hunter at the age of 12 and made early experiments in taxidermy; his major achievement was the creation of natural-history exhibits for the Chicago Natural History Museum."

Teachers

Ashton-Warner, Sylvia. The Spinster; A Novel. Simon & Schuster, 1959. 242 p. $3.75.

"An outpost schoolhouse in New Zealand is the setting in which Anna Vorontosov meets the multiple difficulties of teaching seventy small children, most of whom are Maori, and struggles, too, with the problems of spinsterhood, a young teacher and an old love."

Hill, Margaret. Really, Miss Hillsbro! Little, 1960. 233p. $3.00.

"Anne expected her first year of teaching to be exciting, but she didn't realize that it would take a sense of humor, poise, and vitality to carry her through."

Kaufman, Bel. Up the Down Staircase. Prentice-Hall, 1964.

"A loosely constructed appealing novel about a New York City high school. The school is overcrowded, chaotic; the students disorderly, underprivileged, but some of them very promising; the teachers, inspired, good, bad, or neurotic; their paperwork, mountainous. Frantic notes between two excellent teachers, friends and fellow sufferers (one is deciding whether to quit) excerpts from students' compositions and bureaucratic school announcements tell the story."

Madeleva, Sister M. My First Seventy Years. Macmillan, 1959. 172p. $3.50.

"A woman of great strength of purpose, abiding faith, and vibrant interest in people devoted her life to the education of young Catholic women."

Teachers--Continued

Walden, Amelia E. Where Is My Heart? Westminster, 1960. 201 p. $2.95.

"In her junior year at college Carol Turner is not at all sure she wants to continue to be a teacher, but she is not a quitter and learns to cope with the problems, frustrations, joys, and emotions involved in a service to mankind."

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APPENDIX E

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Occupational Fields by Similar Interests:
(This grouping used in Occupational Exploration Kit)

Outdoors--Individuals who have strong outdoor interests usually like being outside most of the time. They enjoy gardening and taking care of animals. They may show their interest by watching and identifying birds, gathering wild flowers, taking long walks, going on camping trips, and participating in outdoor sports.

Mechanical--Persons who have strong mechanical interests like to work with machines and tools. They use their hands skillfully and can repair things such as bicycles, radios, electrical appliances, and cars. They like to know how things work.

Computational--People who like to work with numbers usually have strong computational interests. Computers may fascinate them; they are usually good at mathematics, bookkeeping, and accounting.

Scientific--A liking for discovering new facts and for solving problems is an indication or strong scientific interest. Biology, chemistry, and physics attract persons with scientific interests.

Persuasive--Those with strong persuasive interests are especially effective in dealing with people in groups. They are good at selling things and promoting projects. They are the ones who plan the school picnic, sell tickets to games, take part in debates, run for school offices.

Artistic--People with strong artistic interests enjoy activities such as sketching, painting, and clay modeling. They may plan color schemes for rooms, design costumes, arrange flowers, make posters, take photographs.

Literary--Individuals with strong literary interests enjoy reading and writing. They are interested in history and English courses and read books and magazines for enjoyment. They may write for the school paper or work in the school library.

Musical--People with musical interests go to concerts, listen to records, play instruments, sing, or read about music and musicians. They may play in the school band or orchestra or have a large collection of records.

Social Service--People with strong social service interests like to help others. They work with the poor and with people who are discouraged and unhappy. They want to help other people to be happier and healthier and to make the world a better place.

Clerical--People with strong clerical interests are usually good at typing, spelling, filing, and letter writing. They enjoy office work requiring precision and accuracy. They may show their interest by acting as a club secretary or treasurer.

OCCUPATIONAL FIELDS AS GROUPED IN THE DICTIONARY OF OCCUPATIONAL TITLES, VOLUME III

Many occupational kits are based upon the arrangement of titles and codes found in this volume, such as Chronicle Plan for Filing Unbound Occupational Information, Career Information Kit, Chronicle Career Kit, Desk-Top Career Kit. (Similar training, interests, skills, activities.)

Professional and Managerial Occupations

Professional Occupations--Usually require the worker to use a high degree of mental activity. Need extensive academic study, with formal, well-organized, theoretical knowledge. Example: physicians, surgeons, dentists, actor, chemist, lawyer.

Semi-Professional Occupations--Less demanding in background, initiative, and judgement than professional, but still require somewhat extensive education, practical experience or both. They are more restricted in their activities than the professions and often are more concerned with the technical or mechanical details of the broader fields. Example: Draftsman, medical technician, commercial photographer.

Managerial and Official Occupations--Worker directs the work of others, or has charge of several functions or operations of an organization. Concerned with policy-making, planning,supervising, and coordinating. Example: Manager, retail food, advertising man, purchasing agent.

Clerical and Sales Occupations

Clerical and Kindred Occupations--Require mental and manual processes in offices and shops in preparing, transcribing, transferring, systematizing, or preserving written communications and records. Some jobs include the operation of office machines. Example: Bookkeeper, file clerk, secretary.

Sales and Kindred Occupations--Involve selling commodities, investments, real estate, services, and closely related work. Sales work varies with sales techniques, knowledge of things sold, and place of sale. All must make contact with prospective customers. Example: real estate salesmen, insurance salesman, demonstrator.

Service Occupations

Domestic Service Occupations--Around the home, concerns cleaning, cooking meals, child care, and serving private families. Example: Housekeeper, cook, maid, butler.

Personal Service Occupations--Jobs that are performed either in direct contact with the customer or in close association. Example: waitress, barber, practical nurse.

Protective Service Occupations--Jobs protecting or guarding the country or its political units, buildings, property, and individuals. Example: Fireman, police officer, soldier, sailor.

Agricultural, Forestry and Kindred Occupations

Agricultural, Horticultural, and Kindred Occupations--Jobs concerned with growing and harvesting various farm crops, raising of animals and fowl, and various horticultural activities. Example: farmers, general farm hands.

Forestry and Kindred Occupations--Concerned with the development and care of forests, growing and fathering forest products (doesn't include logging) forest guides, hunting and trapping. Example: Turpentine chipper, guide, trapper.

Skilled Occupations

Craftsmen's work and manual jobs that require workers who are trained in special processes. Workers use independent judgement, have a high degree of manual dexterity (hand skills), and are responsible for valuable products or equipment. Apprenticeship is the usual method of training. Foremen are included with skilled workers. Example: Tailor, baker, cabinetmaker, jeweler, machinist, welder, electrician, optician, carpenter, bus driver.

Semi-Skilled Occupations

Manual occupations of a routine nature in factories--those requiring a high degree of manipulative ability (use of hands), alertness, watchfulness. Wide knowledge of a work field is not required, but the teasks require judgement. Example: flour sifter in a bakery, apprentice carpenter, candy puller, sewing machine operator, routeman, parking lot attendant.

Unskilled Occupations

Require little education and training. Ususlly demand physical strength and endurance, as well as the ability to understand and follow orders. Example: Garbage collector, newspaper boy, ditch digger, fruit picker.

SOME CLUSTER EXPLANATIONS*

Sales

When looking at a future career, it is always important to look at the characteristics one possesses. A person's likes and dislikes, his interests and personality, etc., should be considered when planning the future. If someone is thinking about a career in sales, it may be even more important to do this, for the future of a person in this field depends so much on the kind of person he is. Success in selling comes to people who seem to have personal characteristics which allow them to succeed.

Most goods that we have contact with go through three steps. They are produced, they are distributed, and they are used or consumed in some way. The whole middle step, distribution, is what sales is really involved with. Sales is a huge field with 4.6 million people involved with it in some way. In this field of work, individuals are employed to sell everything there is to sell in many different kinds of businesses and in every part of the country (or world). The level of training varies with the job, and the income received for selling also varies with the job. The work appeals to and uses people of all ages. It is an occupation that has openings for almost every kind of person.

The most familiar sales job involves receiving money from someone who has already selected a piece of goods, such as a cashier or store clerk does. Training for this position is usually given on the job. An ability to do math calculations, pay attention to detail, and follow instructions is important; but an employer is possibly even more concerned with other characteristics of the individual. These would include having an interest in people and being poised when meeting the public, as well as having a pleasant personality and a well-groomed appearance.

Other types of sales jobs require the seller to go out and make his own contacts with potential buyers. These people need to be able to work without someone pushing them to do the job. This requires self-discipline and self motivation. Customers seldom come to the salesman asking to have something sold to them. Some sales jobs require a great deal of training and a very thorough knowledge of the product to be sold, so that the seller can explain the product, tell or show how it works, and be convincing that the product is a good one. A computer salesman is an example of this kind of selling. His training may even involve some post-college education. Other jobs in selling may require on-the-job training, a one or two-year training program at a technical, trade, or junior college or sometimes a four-year college degree.

The income received by sales people depends on many factors. A retail clerk, if just beginning a job, may earn $1.50 to $1.70 an hour, usually with regular advances in pay as experience is gained. Others may receive a regular salary plus commission, and their total pay is determined by the amount they sell. Some salesmen, such as the computer salesman mentioned above, may make only a few sales a year, but the sums of money involved are very large, and his salary and commission, if he receives one, are also large.

In the immediate future, to keep even with the number of salespeople now employed, 275,000 additional workers will be needed nation-wide. These 275,000 will only replace those who quit working or retire. Others, of course, will be needed to replace those who move to other kinds of work.

*Adapted from Career-Related Math Units, Independent School District 281, Robbinsdale Area Schools, Minneapolis, Minnesota, Nov., 1971.

The one characteristic most important in the sales field would be the personality of the individual. There are no selling jobs that do not involve dealing with other people. A pleasant person, able to get along well with people, will find many opportunities in this line of employment.

The movement of goods and supplies so as to meet the wants of people will always be required. Goods will always be sold and likely will be sold in even greater quantities as the years go by. The future of a career in sales does, however, depend more on the state of the economy than most other jobs do. During periods of increased spending by the buying public, promotions and pay increases come rapidly, but a sales person is also likely to be one of the first people to feel a tightening or slow-down in the economy. This occurs because people spend less, resulting in smaller commissions and fewer people being hired.

Insurance

Just as there are many possible jobs available to someone in the area of sales, many possible positions are available in the area of insurance. From the clerical to the managerial to the sales job, much opportunity is waiting for the person interested in this area.

Just about all of us have some kind of insurance. Our lives, our health, our automobiles, our property are often 'covered' by some kind of insurance protection. Companies exist which will insure just about anything that you want them to. These companies generally divide into two categories--those handling life insurance and those specializing in property and liability. Property and liability deals with protecting the property owned by an individual and the possibility of loss when one is held responsible for damage done to another or to his property. Life insurance pays at death, but also may insure a person from sickness, provide money for retirement, or pay if one is hurt while working. This kind of policy also provides a way to save money for future use.

The person most often seen by one contacting an insurance company is the salesman. He makes up a smaller part of the total force employed by the company than most think, however. The companies also employ large staffs of clerical people to type, check, file, bill, etc. Also employed are many actuaries, who determine the rates to be charged for the insurance. These rates are figured from tables prepared by other actuaries and mathematicians. Then underwriters determine the actual premiums paid by the policy owner. Companies often employ doctors; they have managers to help run the company; they need custodians to maintain the buildings, etc.

Once you feel that your insurance company should pay you for something that has happened, you file a claim--a request that the company pay you some money. This claim is investigated by an adjuster and decisions made about payment. If you dent a fender on your car, your auto insurance will probably pay for much of the cost of getting it fixed. Your insurance agent will send out a claim adjuster to determine how much you should receive. A knowledge of costs and an ability to be fair is a must in this job.

About one third of all the people working in insurance are doing some kind of selling. The insurance salesman looks to a good future because as our economy grows and as people have more, they will be insuring more. The salesman does need to have some special qualities, however, to be successful. He must be able to show himself to be trustworthy. He also must be able to figure rates and answer questions about the policy and the company itself. He needs patience--

a willingness to explain and to answer questions, for insurance is complicated and few would buy if they didn't understand the policy. Of course, the other general attributes that all salesmen need apply to insurance sales, also.

Insurance provides much that is not obvious at first glance. It is a larger industry than most think, with total assets of close to 200 billion dollars and a total work force of nearly 1.3 million workers. It prefers to be called a service industry, for it uses its vast sums of available money for investment purposes that help all of us. The buying of bonds, investments in government and in other companies, and studies and research conducted by insurance companies help everyone, whether or not they own a specific policy.

Construction

This area accounts for a great number of the skilled workers in our country. In fact, this industry employs more than 2 3/4 million skilled workers. These workers are employed mainly by contractors who are the people responsible for the construction of a building. They (the contractors) hire the different tradesmen to do the work. Some of the journeymen (skilled workers who have reached a designated level of training and experience and have almost always successfully completed an apprenticeship program) work directly for the contractors and others are self-employed, working by the hour or the job for different contractors from week to week.

Most of the training which is required before a person can become a journeyman is acquired on the job. An apprentice is a learner who is working with an experienced tradesman. He has to work a certain number of hours supervised by this journeyman and he also must attend a certain number of evening school classes. This period of apprenticeship usually takes from two to five years. During the time a person is an apprentice, he receives a percentage of the pay the journeyman receives. He usually gets an increase every six months, and the starting pay is often about 50 percent of the journeyman's pay. In addition some apprenticeship programs require that the apprentice take an exam before becoming licensed. These tests require a knowledge of the trade but also a knowledge of state and local regulations regarding the trade.

A few examples of the current per hour pay (May 1971) for some different journeymen is as follows:

Asbestos worker	$7.55
Bricklayer	7.61
Carpenter	7.13
Electrician	8.00
Floor coverers	7.65
Iron workers	7.55

One problem with this type of work is the seasonal nasture of the work. Although most construction now can proceed the year around, winter months still bring about a drop in employment in these trades. One has to realize, of course, that even if a person does continue to be employed during the winter, the conditions under which he works may not be as pleasant as at other times of the year.

Construction workers are almost always members of a union, especially in the urban areas. A journeyman will pay $6 to $12 per month in dues to his union, and in return for this, the union provides certain benefits and will do the bargaining which establishes wages.

All in all, many opportunities in many diverse kinds of work exist for the person who enjoys working with his hands in a physically active kind of job.

Medical and Health

Doctors and nurses--isn't that what we think of when we think of the medical and health field? Doctors and nurses do make up a large part of this cluster of jobs, but the many, many other job opportunities are often overlooked. The medical field includes at least 25 different jobs all directly related to health. When we add the many support areas (secretaries, clerks, custodians, etc.) we have a huge field much larger than the 3.5 million working most directly with health. Registered nurses alone total around 700,000.

All levels of training are represented in these different jobs. From on-the-job training received by a nurses's aide to the many years of school required of the would-be doctor, all levels of schooling and income are available. Some jobs are, for example: ambulance driver, ambulance attendant, intern, switchboard operator; nurse, orderlies, x-ray technicians, lab technicians, pathologist, radiologist, station secretary, custodian, elevator operator, clerk, computer operator, pharmacist, cook, receptionist, and more.

Secretarial and Clerical

If you are a girl, and you plan to enter the working world immediately following high school graduation, chances are high that you would be employed in some sort of clerical job. Statistics show that more than half of the girls going to work after high school take jobs in the clerical field. Seven out of 10 clerical workers are women, and of 13,000,000 clerical workers in the country, approximately 2,500,000 are employed as secretaries or stenographers.

In planning a career in this field, completion of high school is the first step, and the high school courses should include some subjects related to the field. Following this, it is desirable to enroll in a trade or business school for specialized training in the required skills. Good performance in these skills is necessary, because the results of clerical work are easy to check, and errors are obvious. Tests are available for screening the skills of an applicant with reference to typing, shorthand, filing, etc.

Adequate employment opportunity is available to the person who has the ability to do this sort of work well. One reason for this is that many young girls enter the field and work only a short time, perhaps quitting to marry, or raise a family and return to work later in life. These openings can then be filled by new employees in the field. Secondly, the field itself is expanding and there is an increased need for additional clerical workers.

Salaries in this job category are dependent upon many factors: training, ability, experience, etc. A starting position for a person with little or no training, beyond the basic skills required for the job, will result in lower pay than that of an individual who has more training and more varied skills. A topnotch executive secretary, who is required to assume a lot of responsibility, may receive a very high salary. Most salaries, however, range from $70 to $140 a week.

Mechanical Occupations

Some jobs are: automotive mechanics, maintenance electricians, appliance servicemen, industrial machinery repairmen, tel. and PBX installers and repairmen, airplane mechanics, TV & radio service technicians, business machine repairmen and servicemen, watch repairmen, vending machine mechanics, etc. In addition to these jobs, machining occupations make up a group totaling somewhat over a million. These occupations break themselves down into machine tool operators, machinists, layout men, tool and die makers and set-up men--the people who make the many metal parts that either go into other machines or are used in a product of some kind.

The servicemen and mechanics do a greater variety of work and are not as often directly responsible for the building of a part; more often they deal with the repair of a product.

Mechanical jobs make up areas of work that most people (especially boys) are interested in. The work is active and what is done can be easily seen. Because it looks interesting, many who are not well equipped for this work try it. A question that should be asked, therefore, is "Can I do this kind of work well?" Past mechanical success will give a clue to the answer to that question, but also one should look at ability as shown on the tests which can do a good job of measuring mechanical ability or aptitude.

Many also who feel an interest for this work don't like the related work that is often needed. A desire and ability to do blueprint reading, circuit reading, specification table reading, and technical instruction manual reading, along with mathematical computing and measurement reading, sometimes doesn't go along with the strict mechanical interest. These abilities, however, are often required as much as the ability to do the mechanical part of the job.

Driving Occupations

More than 2.5 million employees were engaged in truck or bus driving in 1968. One out of every 19 male workers is a driver or a delivery man. These facts might surprise some of you. Most do not realize that this area of work is so large.

Most also look upon this area in one of two ways. We either see this as an exciting way to travel and have fun or we see drivers as people not prepared for any "better" work. Both of these views are incorrect, of course. A truck driver's job seldom allows him to be a "sightseer" even if he has the chance to travel great distances across the country. His job carries with it much responsibility and the driving itself is full-time work. The record keeping and log preparation require some knowledge and ability that we often don't associate with a truck driver.

Most drivers belong to the International Brotherhood of Teamsters, Chauffeurs, Warehousemen and Helpers of America (Inc.), "teamsters" for short. This union has obtained many provisions which the driver at one time didn't have. Wages, maximum time allowed for driving in given periods of time, paid vacations, pay for meals and lodging when away from home, are examples.

Race car driving is an area that is growing just as most areas are. Increased interst in all phases of racing, from the drag strip to the long distance race, will permit more people into this field than ever before. The number of people, however, who make their living as a race driver is still quite small and most drivers do the driving as a hobby and hold down other full-time jobs. If driving is your main area of interest it certainly would be wise for you to choose a possible full-time job which relates closely to this interest area.

Personal Services

There are about 650,000 barbers and beauticians, close to 30,000 stewardesses, and 15,000 interior decorators.

As you can see, the area of personal services includes those jobs which primarily do a helpful kind of work for someone else. Maids, bell boys, waiters, custodians, etc., would fall into this category. The Occupational Outlook Handbook divides these services providing people into the following areas: (1) Jobs related to FOOD PREPARATION AND SERVICE. Into this catagory would fit the cooks, waitresses, bartenders, etc. (2) Jobs relating to BUILDING CLEANING AND SERVICING. Here we would find the custodians, maids, etc. (3) PRIVATE HOUSEHOLD workers work in homes doing various household tasks. (4) PROTECTIVE SERVICE workers are the police, firemen, guards, etc. (5) Those who concern themselves with HEALTH CARE, GROOMING, and other MISCELLANEOUS services such as stewardesses, aids,--even ski instructors. In all of these areas the sale of a service for another person is the item dealt with.

Many of the kinds of abilities and attributes necessary for success in this area of work are similar to those needed in sales. Ability and interest in working with people, being able to get along well with others, etc., are needed in the sale of services just as they are needed in the selling of a product.

Performing Arts

All of us at one time or another have daydreamed ourselves into the role of a successful performer of some kind. Whether it was a movie star, a rock singer, a dancer, or band member, the glamour and excitement of this area of work has caused all of us to 'dream' a little. Daydreaming our way into this kind of work is much easier than getting into it in a real way.

How many of the over 14,000 actors and actresses can you name? How many of the 23,000 dancers and dance teachers are you familiar with? Do you know many of the 166,000 musicians in our country, and how about the 60,000 professional singers? Few of the many who are active in these areas really become famous and many, many more who would like to make it, never even get into the ranks of the performing arts. If there is an area where drive and determination coupled with talent and ability are MUSTS, this is it!

The performing arts include those occupations where performance might be musical, dramatic, comedy--but all involve the entertainment of other people. People, of course, are not entertained by something not done well and so a performing artist is constantly dependent upon audience opinion. For this reason, and because peoples' tastes and attitudes differ so much, a successful entertainer must be able to adapt to new audiences and localities and current happenings and audience mood, etc. A good performer might change material while 'on the stage' as he sees his audience react.

Seldom is the area of entertainment entered without much perserverance and hard work. The 'instant success' is an exception. Most begin in small ways hoping for an opportunity to show their abilities and talent. Many who set their sights on the 'big time' give up along the way.

But what of the ones that do make it? These are the ones that we see ourselves like in our daydreams. Even these, however, find that not all is so great. The pressures of being able to remain successful only as the audience says that you are, of living constantly in the public eye, of working long and hard to keep up on all that is required for continued success, sometimes cause difficulty for many.

One bit of advice should be given to any hopeful performer. It appears in most material written for someone thinking about going into this area of work. The advice is: "Think about using your area of talent or art as a hobby rather than as a profession." If one is good enough, it still would become his life work, but the approach of preparing oneself also for another area of work seems legitimate.

It seems, however, that with the increase in leisure time and a greater need on the part of the general public to be entertained, an accompanying need for more performers will occur. The demand for excellence will continue also, for quality in performance has become expected.

Government

There are almost 5 million workers in the field of education. This is the largest area of workers within the larger scope of government employees. Teachers are not commonly thought of as government employees, but because the schools are supported by state and local government, teachers are classified in this group. Well over 12 million people work for the national, state, or local government in some way. Over 7 million work in what we more commonly think of as government jobs. The policeman, the building inspector, the highway maintenance worker; all fall into the category of government employees, as well as all of our elected officials.

Almost every type of job that is available in private enterprise is also found in government service; they employ lawyers, economists, conservationists, health workers, scientists, and skilled workers of all fields such as secretaries and technicians.

Most federal employment requires that one take a Civil Service Examination. This test is comprised of various parts that test the different skills required for a particular job. Some of the tests are written examinations, while for other positions the applicant is rated on training or experience. After an individual completes the test, he is ranked on the basis of how well he has done. When an opening occurs, the top three candidates are interviewed and one of them is finally selected.

Most federal employees receive benefits that compare favorably with private industry. Civil Service employees work a 40-hour week and have 13 days of vacation per year for the first three years which increases to 20 days per year after that time. They get 13 days of sick leave a year and have eight paid holidays. The salaries are based on a schedule with different levels (18) depending on experience, training, length of employment, etc. The starting annual salary varies from approximately $5,100 at Grade 4 to $14,500 at Grade 13. There are some workers in Grades 1 to 3 and 14 to 18, but the number is small.

State and local governments offer a similar range of opportunities for employment to that of the federal government, although on a smaller scale. After education the next two largest areas of employment are in health and hospital work, and highway work.

Current government publications indicate an increase in job opportunities due to the need for better public transportation systems, urban planning and renewal programs for cities, increased police protection, better measures for combating air and water pollution, and finding ways to use and preserve our natural resources.

As a general rule, regarding salaries, those employed in clerical and blue-collar jobs have earnings comparable to those in private industry, while those holding administrative or professional jobs have somewhat lower earnings than a similar job in private industry would provide.

Utilities

The water we drink, the gas we heat our homes with, the sanitation system we use, the electricity that we consume--all come from a UTILITY company. Some of these companies or departments are public (owned by us), some are private. All, however, are controlled to a great extent by public authorities. The governmental control is necessary because the product produced is used so extensively that its production must be in the public interest. An example of this is the telephone company.

Utilities employ people from almost all job areas. Much like the insurance industry or government agencies or the medical field, utilities employ people from engineers to managers and from skilled workers to clerical people.

Usually one does not prepare himself to go into work in a utility. Instead, he prepared himself for a specific kind of work and may end up working in this job cluster.

Manufacturing and Supply

"Manufacturing is the activity around which our nation's economy revolves. From factories flow the goods that have provided a standard of living unmatched elsewhere in the world. The products of the manufacturing industries range in complexity from a simple plastic toy to an intricate electronic computer, and in size from miniature electronic components to gigantic nuclear-powered aircraft carriers. Many diverse processes are carried out in manufacturing. Workers refine ores and petroleum, process foods and chemicals, print books and newspapers, spin and weave textiles, fabricate clothing and footwear, and produce the thousands of products needed for our personal and national benefit. Our society, as we know it today, could not have reached its present level of prosperity without the goods provided by the manufacturing industries."

This paragraph from the Occupational Outlook Handbook gives a good of the scope of this, the LARGEST industry that there is. More than one out of every five people employed work in the area of manufacturing. That amounts to over 20 million, 5 1/2 million of which are women. Most (2/3) of these workers are blue collar workers. A blue collar worker would be a skilled or semiskilled worker. Craftsmen, foremen, clerical workers, and various professional and technical workers make up the rest.

Printing and Publishing

Linoleum on our floors, license plates, wrappings we buy food in, circuits in our televisions, film, money we spend, drivers' license or credit cards, wallpapaer, paper towels, design on wall paneling--all may involve the printing industry in some way. It is easy to see that newspapers and magazines are not the only things that this industry works with. Seldom do we stop to think of all the ways the printing industry affects us in addition to the magazines, books, and newspapers that we see each day.

The printing and publishing industry (more currently called graphic communications) is usually divided into four parts. The COMPOSITION phase which involves putting together the material to later be produced, the PHOTOGRAPHY or PLATEMAKING phase which takes the material and puts it into the form which can be REPRODUCED (printed), and the DISTRIBUTION of the material itself. These four phases involve hundreds of different kinds of jobs with a like number of various skills required.

With the federal government saying that the printing industry has been one of the fastest growing of any in the last five years, and with a future that looks much the same, much opportunity awaits the person who has prepared himself well. Few would argue that this industry has a future as bright as any area one might investigate. More communication is going to occur, and its importance will increase. With increased communications, more printing and publishing will be required. New methods involving this industry are also bound to be introduced just as has happened in the past (printed circuits, wallboard, etc.).

Some of the many and varied jobs available in this area of work are as follows:

- Typesetters,
- Proofreaders
- Electro- or stereo-typers
- Photoengravers
- Pressmen
- Bookbinders

Many other kinds of job exist. The reporter, the editor, the writer, etc., are all involved in the field.

Home Management

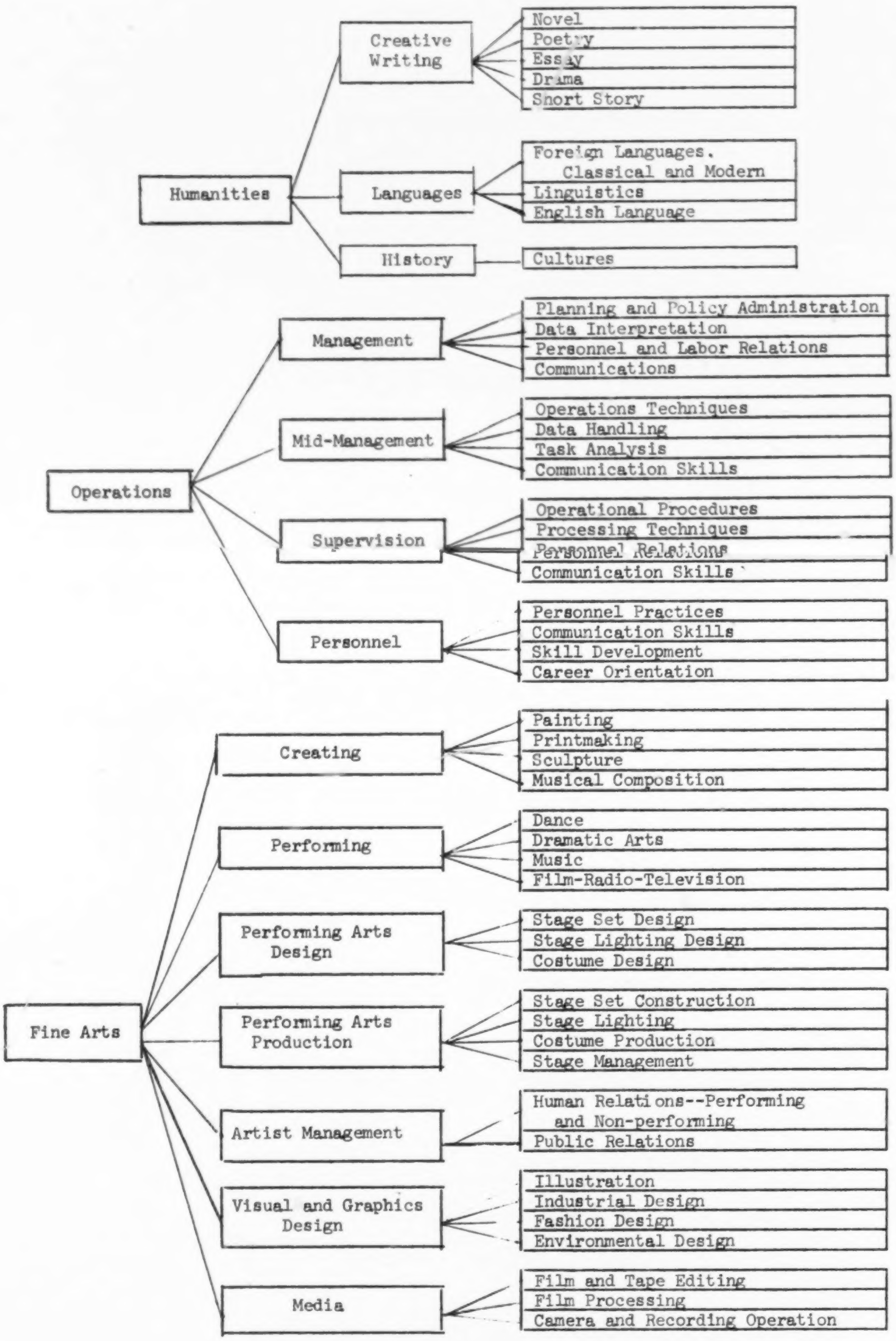
All of us, whether man or woman, married or single, will actually have two full-time jobs. The first, of course, will be the occupation which we work at and are paid for. We will be secretaries, plumbers, clerks, etc., but we also will ALL be managing homes. As husband or wife or even as a single guy or gal, much of what we do will revolve around our homes and the way we organize and manage that home. Time spent learning to live within our income, selecting a place to live, feeding or clothing ourselves, purchasing a car, etc.--as much time and effort is often spent working with these areas as is spent in the occupation that we hold down for pay.

Many others work in jobs that fall directly into the area of home management. These people work as home economists, finance counselors, seamstresses or tailors, chefs, cooks, etc. They do FOR A LIVING some of the things that many do as home managers.

Training in the area of home management (which all could benefit from) is available in many forms. From the sewing class in junior high through all home economics classes in high school to the units and mini-courses in other classes, these techniques equip us as better home managers. In addition, specific courses are available at many post high schools which specialize in home management programs. Examples of these would be cooking, child development, clothing, and real estate courses at our adult evening schools; baking, cooking, clothing related, food related, and fashion merchandising programs at the area vocational-technical schools; various apprenticeships in areas such as baking; college studies in home economics and home management, etc. All of these classes and programs are direct attempts to better prepare us for both the career of home manager as a wife or husband, father or mother, home owner or renter, and careers in an area of home management which serve as livelihoods.

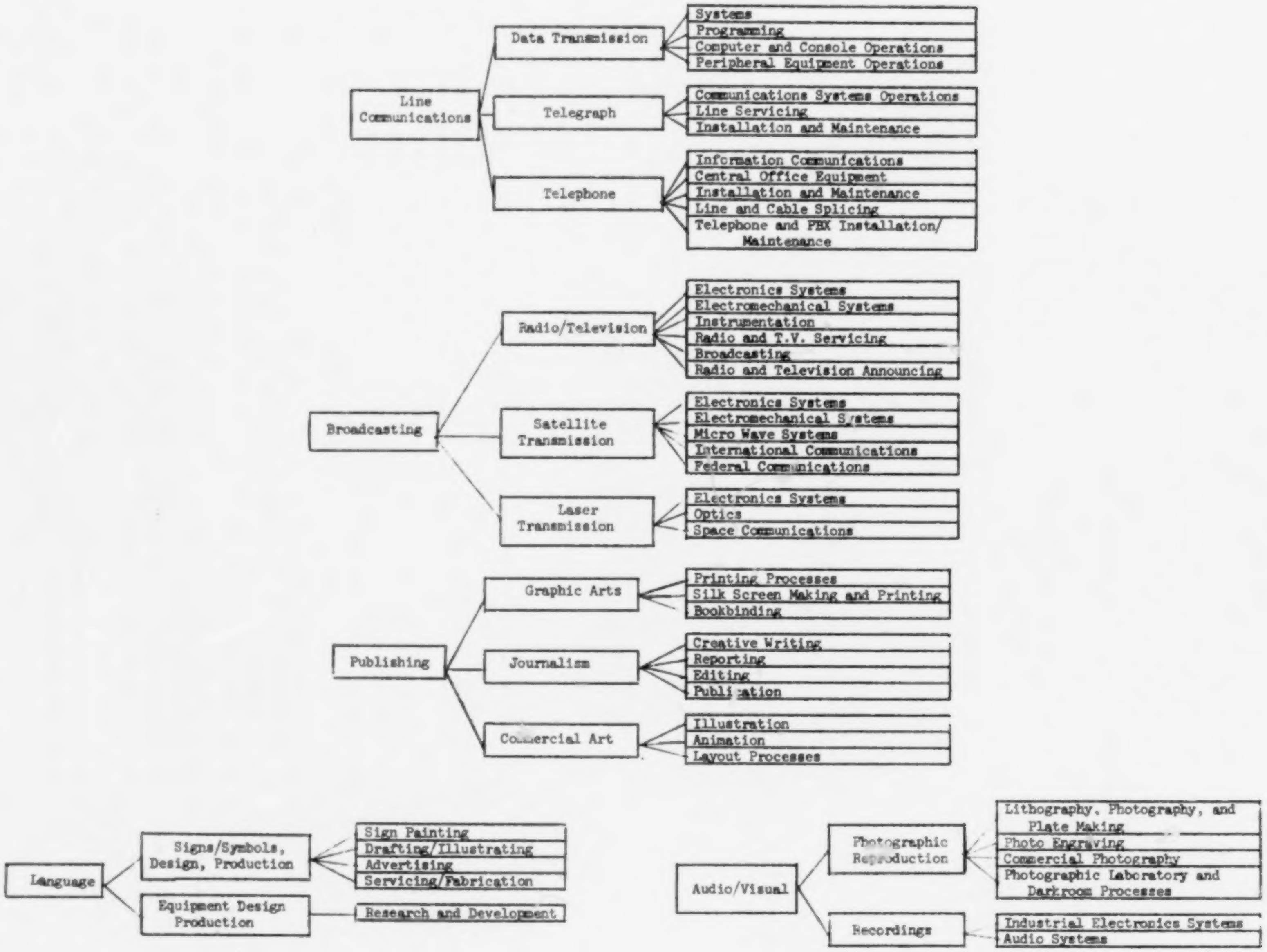
Cluster for

FINE ARTS AND HUMANITIES


Humanities
Creative Writing
Novel
Poetry
Essay
Drama
Short Story
Languages
Foreign Languages. Classical and Modern
Linguistics
English Language
History
Cultures
Operations
Management
Planning and Policy Administration
Data Interpretation
Personnel and Labor Relations
Communications
Mid-Management
Operations Techniques
Data Handling
Task Analysis
Communication Skills
Supervision
Operational Procedures
Processing Techniques
Personnel Relations
Communication Skills
Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation
Fine Arts
Creating
Painting
Printmaking
Sculpture
Musical Composition
Performing
Dance
Dramatic Arts
Music
Film-Radio-Television
Performing Arts Design
Stage Set Design
Stage Lighting Design
Costume Design
Performing Arts Production
Stage Set Construction
Stage Lighting
Costume Production
Stage Management
Artist Management
Human Relations--Performing and Non-performing
Public Relations
Visual and Graphics Design
Illustration
Industrial Design
Fashion Design
Environmental Design
Media
Film and Tape Editing
Film Processing
Camera and Recording Operation

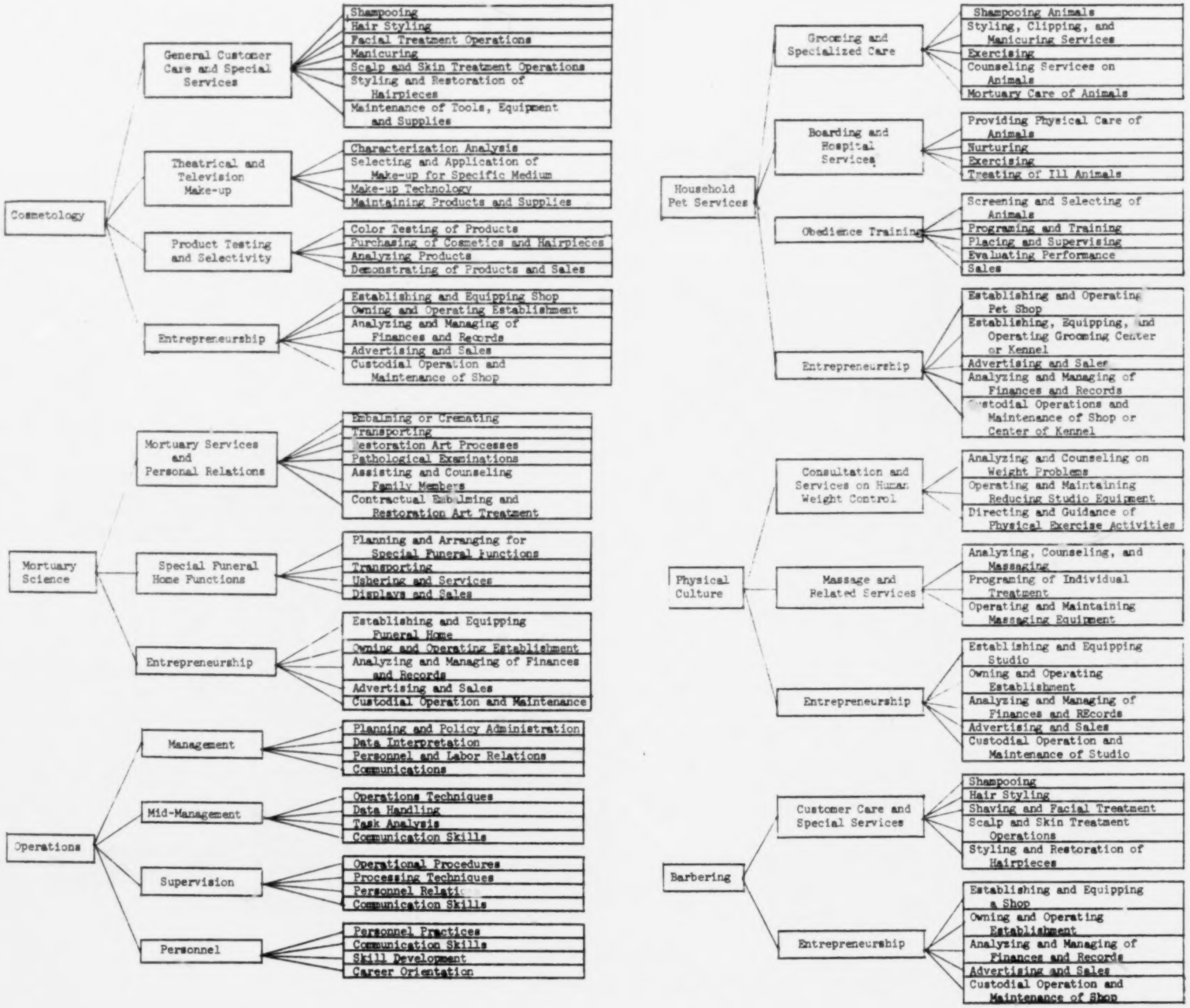
Cluster for

COMMUNICATION AND MEDIA


Line Communications
Data Transmission
Systems
Programming
Computer and Console Operations
Peripheral Equipment Operations
Telegraph
Communications Systems Operations
Line Servicing
Installation and Maintenance
Telephone
Information Communications
Central Office Equipment
Installation and Maintenance
Line and Cable Splicing
Telephone and PBX Installation/Maintenance
Broadcasting
Radio/Television
Electronics Systems
Electromechanical Systems
Instrumentation
Radio and T.V. Servicing
Broadcasting
Radio and Television Announcing
Satellite Transmission
Electronics Systems
Electromechanical Systems
Micro Wave Systems
International Communications
Federal Communications
Laser Transmission
Electronics Systems
Optics
Space Communications
Publishing
Graphic Arts
Printing Processes
Silk Screen Making and Printing
Bookbinding
Journalism
Creative Writing
Reporting
Editing
Publication
Commercial Art
Illustration
Animation
Layout Processes
Language
Signs/Symbols, Design, Production
Sign Painting
Drafting/Illustrating
Advertising
Servicing/Fabrication
Equipment Design Production
Research and Development
Audio/Visual
Photographic Reproduction
Lithography, Photography, and Plate Making
Photo Engraving
Commercial Photography
Photographic Laboratory and Darkroom Processes
Recordings
Industrial Electronics Systems
Audio Systems

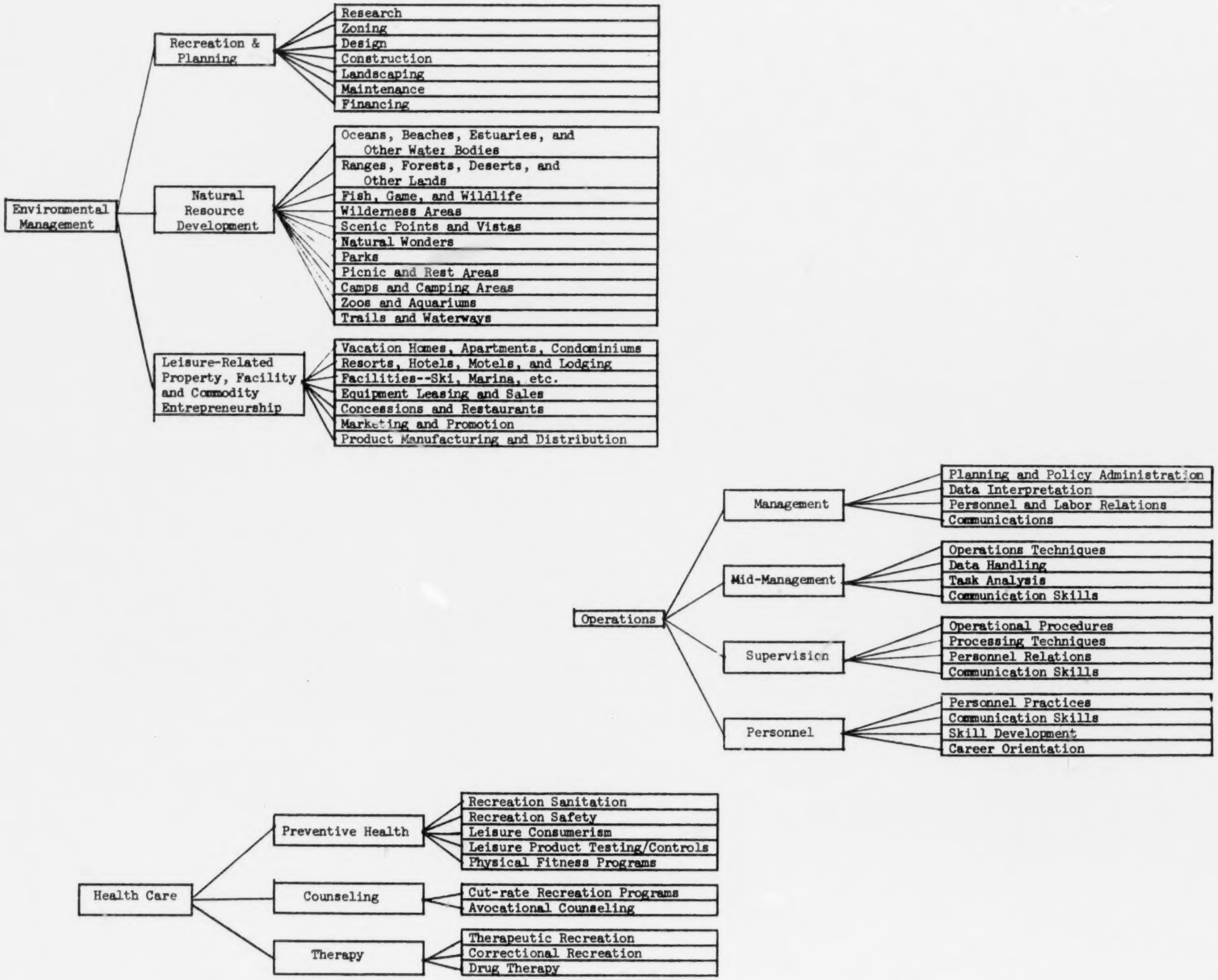
Cluster for

PERSONAL SERVICES OCCUPATIONS


Cosmetology
General Customer Care and Special Services
Shampooing
Hair Styling
Facial Treatment Operations
Manicuring
Scalp and Skin Treatment Operations
Styling and Restoration of Hairpieces
Maintenance of Tools, Equipment and Supplies
Theatrical and Television Make-up
Characterization Analysis
Selecting and Application of Make-up for Specific Medium
Make-up Technology
Maintaining Products and Supplies
Product Testing and Selectivity
Color Testing of Products
Purchasing of Cosmetics and Hairpieces
Analyzing Products
Demonstrating of Products and Sales
Entrepreneurship
Establishing and Equipping Shop
Owning and Operating Establishment
Analyzing and Managing of Finances and Records
Advertising and Sales
Custodial Operation and Maintenance of Shop
Mortuary Science
Mortuary Services and Personal Relations
Embalming or Cremating
Transporting
Restoration Art Processes
Pathological Examinations
Assisting and Counseling Family Members
Contractual Embalming and Restoration Art Treatment
Special Funeral Home Functions
Planning and Arranging for Special Funeral Functions
Transporting
Ushering and Services
Displays and Sales
Entrepreneurship
Establishing and Equipping Funeral Home
Owning and Operating Establishment
Analyzing and Managing of Finances and Records
Advertising and Sales
Custodial Operation and Maintenance
Operations
Management
Planning and Policy Administration
Data Interpretation
Personnel and Labor Relations
Communications
Mid-Management
Operations Techniques
Data Handling
Task Analysis
Communication Skills
Supervision
Operational Procedures
Processing Techniques
Personnel Relati
Communication Skills
Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation
Household Pet Services
Grooming and Specialized Care
Shampooing Animals
Styling, Clipping, and Manicuring Services
Exercising
Counseling Services on Animals
Mortuary Care of Animals
Boarding and Hospital Services
Providing Physical Care of Animals
Nurturing
Exercising
Treating of Ill Animals
Obedience Training
Screening and Selecting of Animals
Programing and Training
Placing and Supervising
Evaluating Performance
Sales
Entrepreneurship
Establishing and Operating Pet Shop
Establishing, Equipping, and Operating Grooming Center or Kennel
Advertising and Sales
Analyzing and Managing of Finances and Records
stodial Operations and Maintenance of Shop or Center of Kennel
Physical Culture
Consultation and Services on Human Weight Control
Analyzing and Counseling on Weight Problems
Operating and Maintaining Reducing Studio Equipment
Directing and Guidance of Physical Exercise Activities
Massage and Related Services
Analyzing, Counseling, and Massaging
Programing of Individual Treatment
Operating and Maintaining Massaging Equipment
Entrepreneurship
Establishing and Equipping Studio
Owning and Operating Establishment
Analyzing and Managing of Finances and REcords
Advertising and Sales
Custodial Operation and Maintenance of Studio
Barbering
Customer Care and Special Services
Shampooing
Hair Styling
Shaving and Facial Treatment
Scalp and Skin Treatment Operations
Styling and Restoration of Hairpieces
Entrepreneurship
Establishing and Equipping a Shop
Owning and Operating Establishment
Analyzing and Managing of Finances and Records
Advertising and Sales
Custodial Operation and Maintenance of Shop

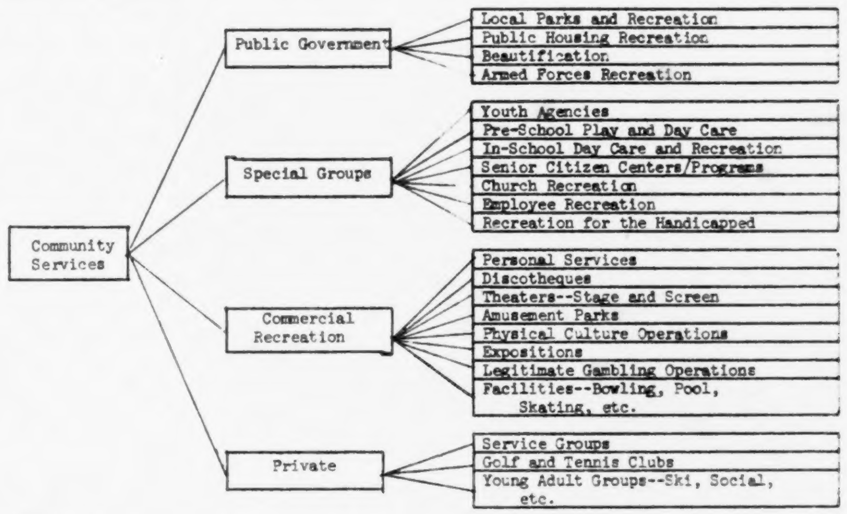
Cluster for

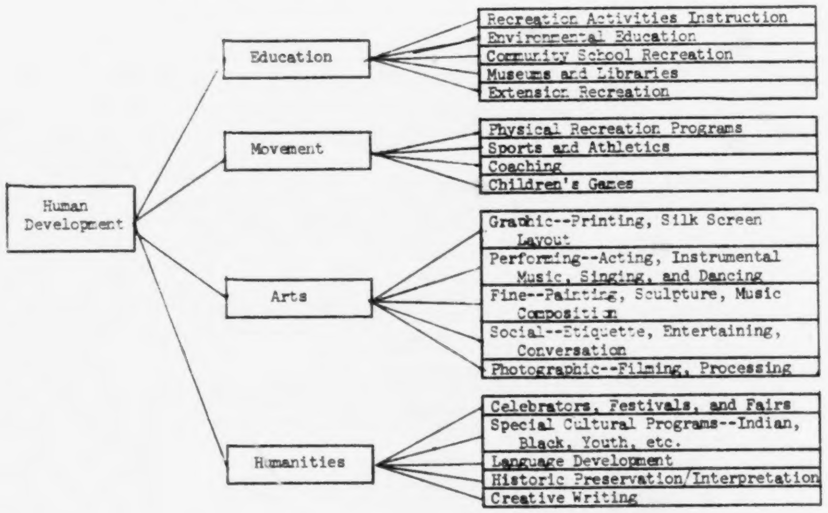
HOSPITALITY AND RECREATION

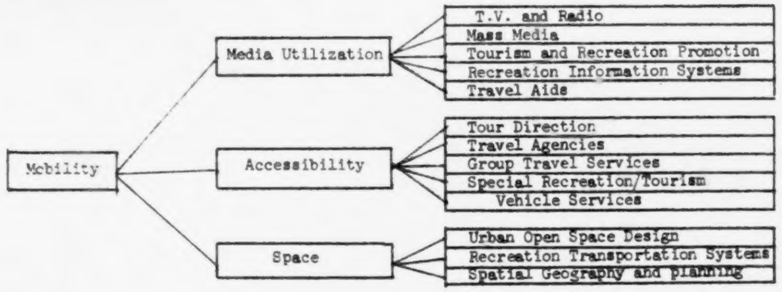

Environmental Management
Recreation & Planning
Research
Zoning
Design
Construction
Landscaping
Maintenance
Financing
Natural Resource Development
Oceans, Beaches, Estuaries, and Other Water Bodies
Ranges, Forests, Deserts, and Other Lands
Fish, Game, and Wildlife
Wilderness Areas
Scenic Points and Vistas
Natural Wonders
Parks
Picnic and Rest Areas
Camps and Camping Areas
Zoos and Aquariums
Trails and Waterways
Leisure-Related Property, Facility and Commodity Entrepreneurship
Vacation Homes, Apartments, Condominiums
Resorts, Hotels, Motels, and Lodging
Facilities--Ski, Marina, etc.
Equipment Leasing and Sales
Concessions and Restaurants
Marketing and Promotion
Product Manufacturing and Distribution
Operations
Management
Planning and Policy Administration
Data Interpretation
Personnel and Labor Relations
Communications
Mid-Management
Operations Techniques
Data Handling
Task Analysis
Communication Skills
Supervision
Operational Procedures
Processing Techniques
Personnel Relations
Communication Skills
Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation
Health Care
Preventive Health
Recreation Sanitation
Recreation Safety
Leisure Consumerism
Leisure Product Testing/Controls
Physical Fitness Programs
Counseling
Cut-rate Recreation Programs
Avocational Counseling
Therapy
Therapeutic Recreation
Correctional Recreation
Drug Therapy

Cluster for

HOSPITALITY AND RECREATION

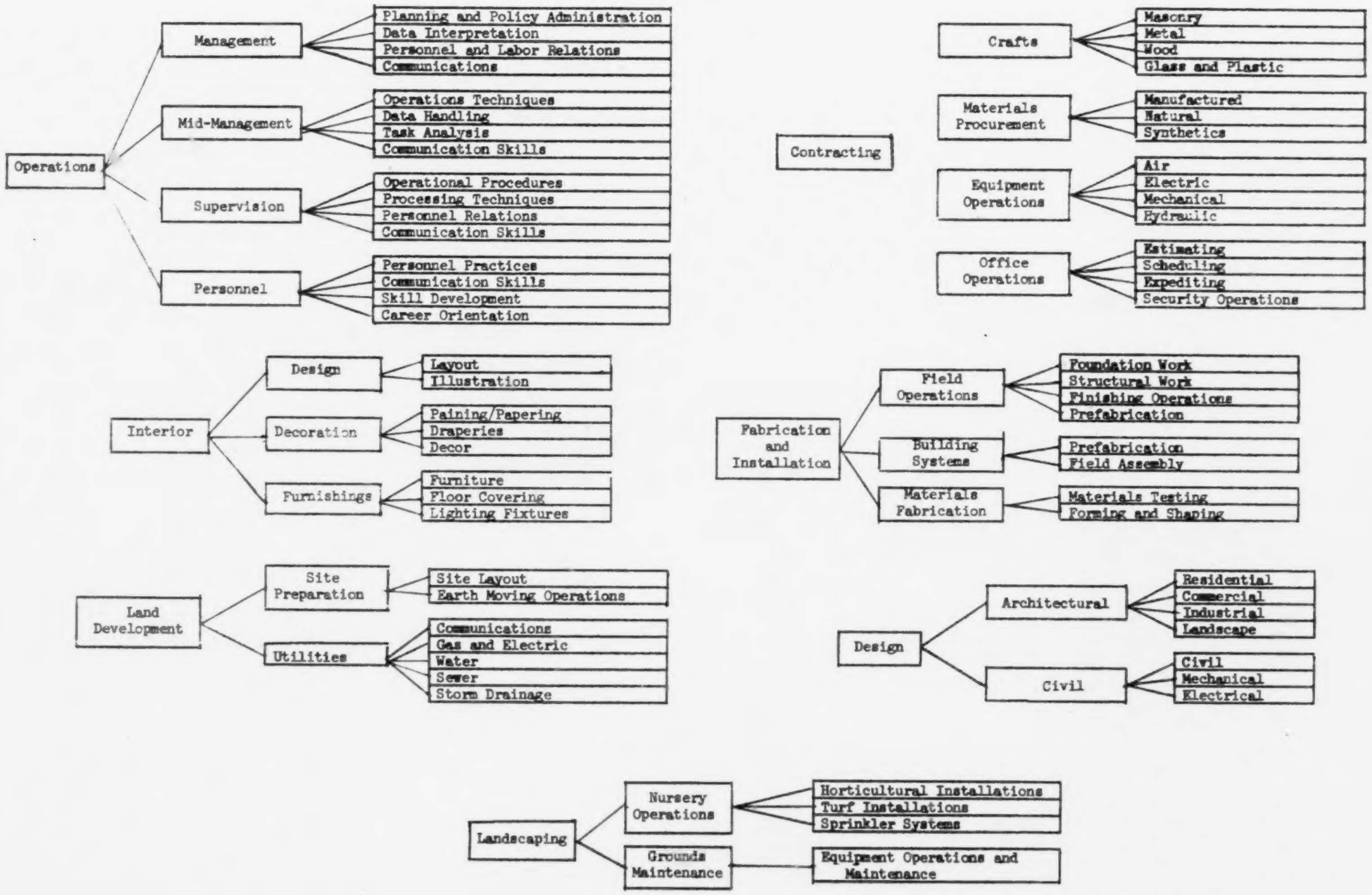

Community Services
Public Government
Local Parks and Recreation
Public Housing Recreation
Beautification
Armed Forces Recreation
Special Groups
Youth Agencies
Pre-School Play and Day Care
In-School Day Care and Recreation
Senior Citizen Centers/Programs
Church Recreation
Employee Recreation
Recreation for the Handicapped
Commercial Recreation
Personal Services
Discotheques
Theaters--Stage and Screen
Amusement Parks
Physical Culture Operations
Expositions
Legitimate Gambling Operations
Facilities--Bowling, Pool, Skating, etc.
Private
Service Groups
Golf and Tennis Clubs
Young Adult Groups--Ski, Social, etc.


Human Development
Education
Recreation Activities Instruction
Environmental Education
Community School Recreation
Museums and Libraries
Extension Recreation
Movement
Physical Recreation Programs
Sports and Athletics
Coaching
Children's Games
Arts
Graphic--Printing, Silk Screen Layout
Performing--Acting, Instrumental Music, Singing, and Dancing
Fine--Painting, Sculpture, Music Composition
Social--Etiquette, Entertaining, Conversation
Photographic--Filming, Processing
Humanities
Celebrators, Festivals, and Fairs
Special Cultural Programs--Indian, Black, Youth, etc.
Language Development
Historic Preservation/Interpretation
Creative Writing


Mobility
Media Utilization
T.V. and Radio
Mass Media
Tourism and Recreation Promotion
Recreation Information Systems
Travel Aids
Accessibility
Tour Direction
Travel Agencies
Group Travel Services
Special Recreation/Tourism Vehicle Services
Space
Urban Open Space Design
Recreation Transportation Systems
Spatial Geography and planning

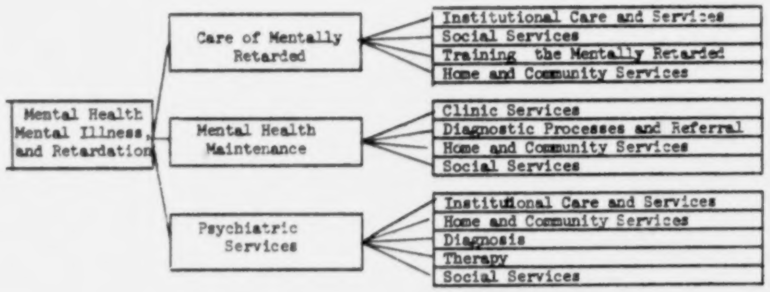
Cluster for

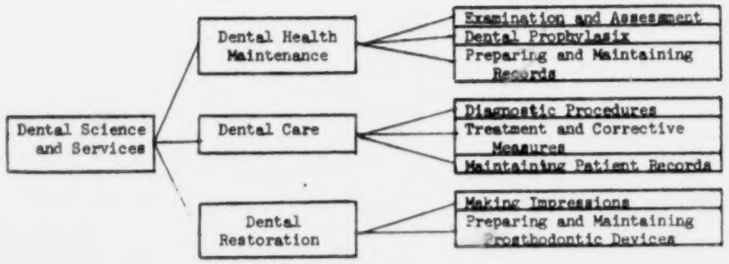
CONSTRUCTION

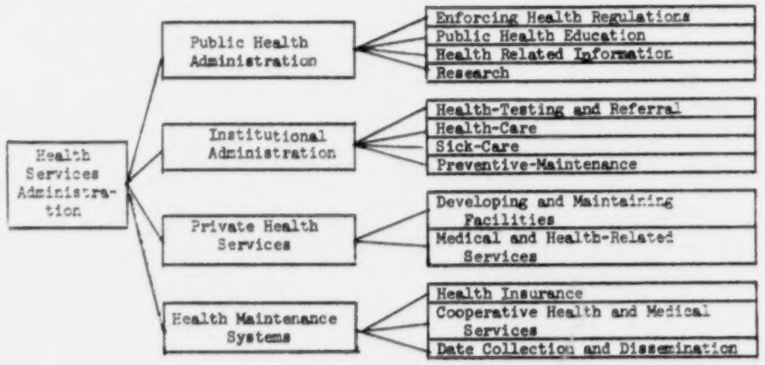

Operations
Management
Planning and Policy Administration
Data Interpretation
Personnel and Labor Relations
Communications
Mid-Management
Operations Techniques
Data Handling
Task Analysis
Communication Skills
Supervision
Operational Procedures
Processing Techniques
Personnel Relations
Communication Skills
Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation
Contracting
Crafts
Masonry
Metal
Wood
Glass and Plastic
Materials Procurement
Manufactured
Natural
Synthetics
Equipment Operations
Air
Electric
Mechanical
Hydraulic
Office Operations
Estimating
Scheduling
Expediting
Security Operations
Interior
Design
Layout
Illustration
Decoration
Paining/Papering
Draperies
Decor
Furnishings
Furniture
Floor Covering
Lighting Fixtures
Fabrication and Installation
Field Operations
Foundation Work
Structural Work
Finishing Operations
Prefabrication
Building Systems
Prefabrication
Field Assembly
Materials Fabrication
Materials Testing
Forming and Shaping
Land Development
Site Preparation
Site Layout
Earth Moving Operations
Utilities
Communications
Gas and Electric
Water
Sewer
Storm Drainage
Design
Architectural
Residential
Commercial
Industrial
Landscape
Civil
Civil
Mechanical
Electrical
Landscaping
Nursery Operations
Horticultural Installations
Turf Installations
Sprinkler Systems
Grounds Maintenance
Equipment Operations and Maintenance

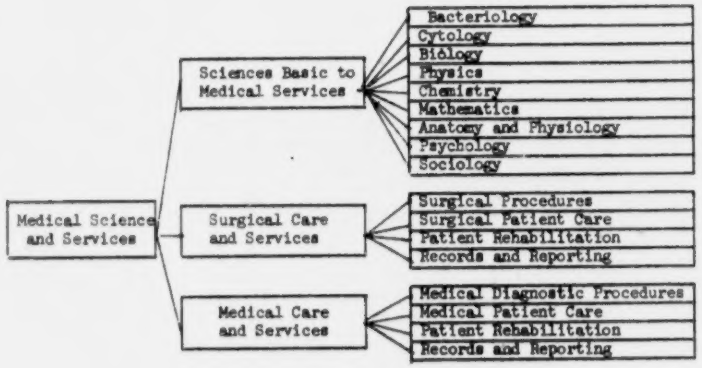
]

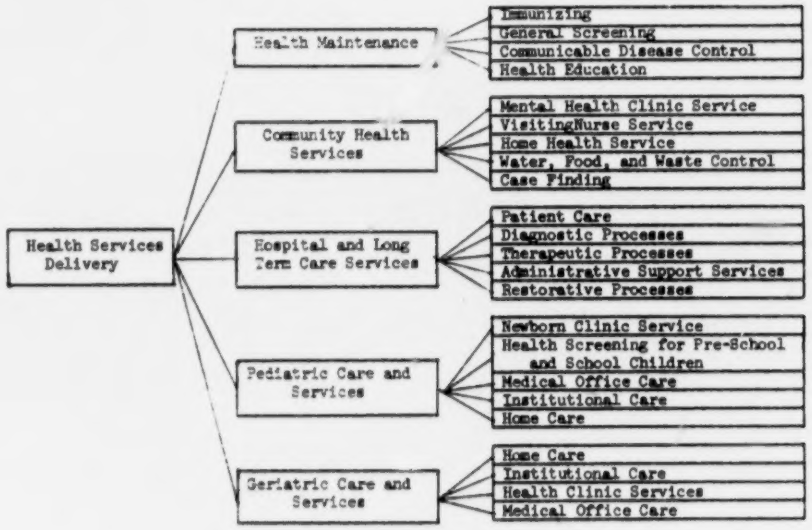
Cluster for
HEALTH OCCUPATIONS


Mental Health Mental Illness, and Retardation
Care of Mentally Retarded
Institutional Care and Services
Social Services
Training the Mentally Retarded
Home and Community Services
Mental Health Maintenance
Clinic Services
Diagnostic Processes and Referral
Home and Community Services
Social Services
Psychiatric Services
Institutional Care and Services
Home and Community Services
Diagnosis
Therapy
Social Services


Dental Science and Services
Dental Health Maintenance
Examination and Assessment
Dental Prophylaxix
Preparing and Maintaining Records
Dental Care
Diagnostic Procedures
Treatment and Corrective Measures
Maintaining Patient Records
Dental Restoration
Making Impressions
Preparing and Maintaining Prosthodontic Devices

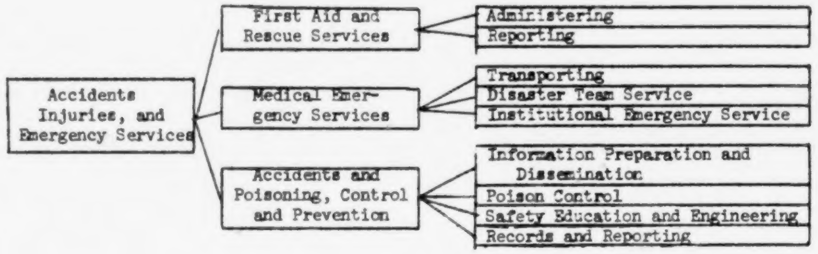

Health Services Administration
Public Health Administration
Enforcing Health Regulations
Public Health Education
Health Related Information
Research
Institutional Administration
Health-Testing and Referral
Health-Care
Sick-Care
Preventive-Maintenance
Private Health Services
Developing and Maintaining Facilities
Medical and Health-Related Services
Health Maintenance Systems
Health Insurance
Cooperative Health and Medical Services
Date Collection and Dissemination

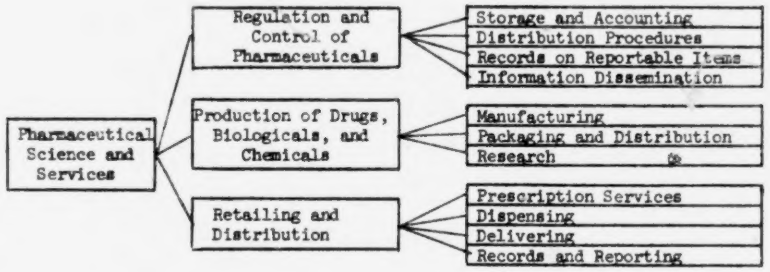

Medical Science and Services
Sciences Basic to Medical Services
Bacteriology
Cytology
Biology
Physics
Chemistry
Mathematics
Anatomy and Physiology
Psychology
Sociology
Surgical Care and Services
Surgical Procedures
Surgical Patient Care
Patient Rehabilitation
Records and Reporting
Medical Care and Services
Medical Diagnostic Procedures
Medical Patient Care
Patient Rehabilitation
Records and Reporting

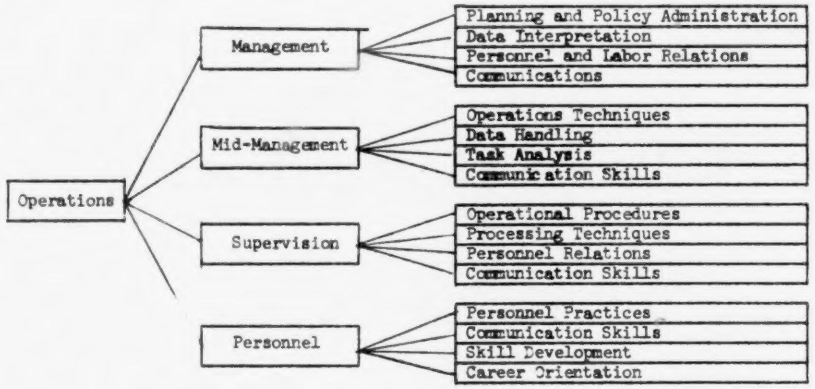

Health Services Delivery
Health Maintenance
Immunizing
General Screening
Communicable Disease Control
Health Education
Community Health Services
Mental Health Clinic Service
VisitingNurse Service
Home Health Service
Water, Food, and Waste Control
Case Finding
Hospital and Long Term Care Services
Patient Care
Diagnostic Processes
Therapeutic Processes
Administrative Support Services
Restorative Processes
Pediatric Care and Services
Newborn Clinic Service
Health Screening for Pre-School and School Children
Medical Office Care
Institutional Care
Home Care
Geriatric Care and Services
Home Care
Institutional Care
Health Clinic Services
Medical Office Care

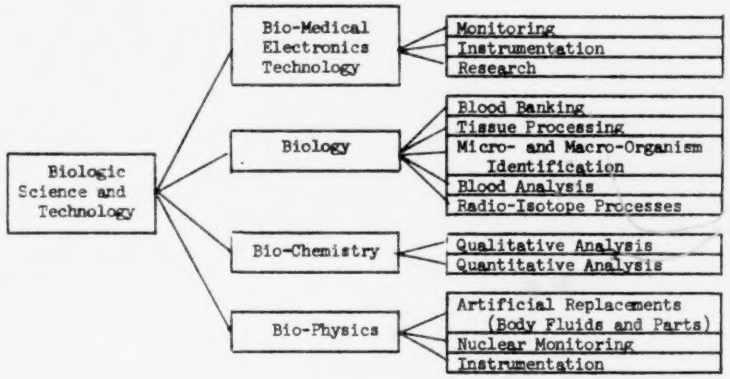
Cluster for

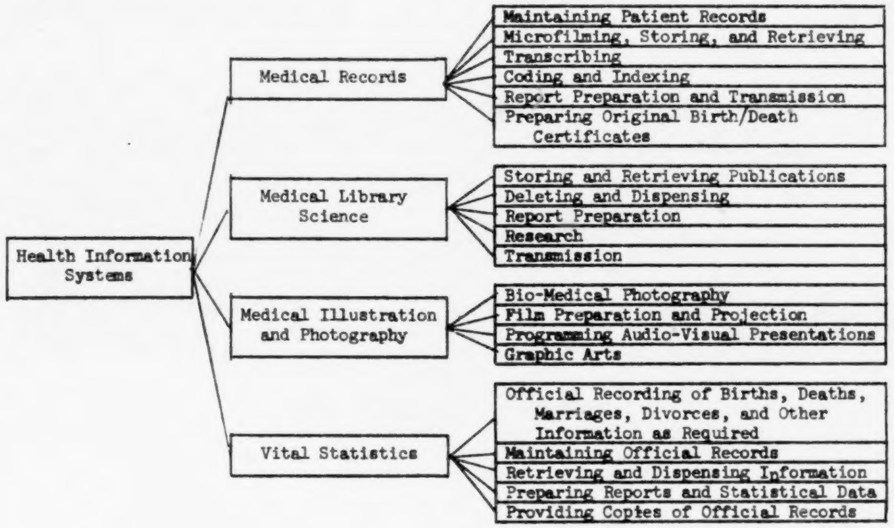
HEALTH OCCUPATIONS


Accidents Injuries, and Emergency Services
First Aid and Rescue Services
Administering
Reporting
Medical Emergency Services
Transporting
Disaster Team Service
Institutional Emergency Service
Accidents and Poisoning, Control and Prevention
Information Preparation and Dissemination
Poison Control
Safety Education and Engineering
Records and Reporting


Pharmaceutical Science and Services
Regulation and Control of Pharmaceuticals
Storage and Accounting
Distribution Procedures
Records on Reportable Items
Information Dissemination
Production of Drugs, Biologicals, and Chemicals
Manufacturing
Packaging and Distribution
Research
Retailing and Distribution
Prescription Services
Dispensing
Delivering
Records and Reporting

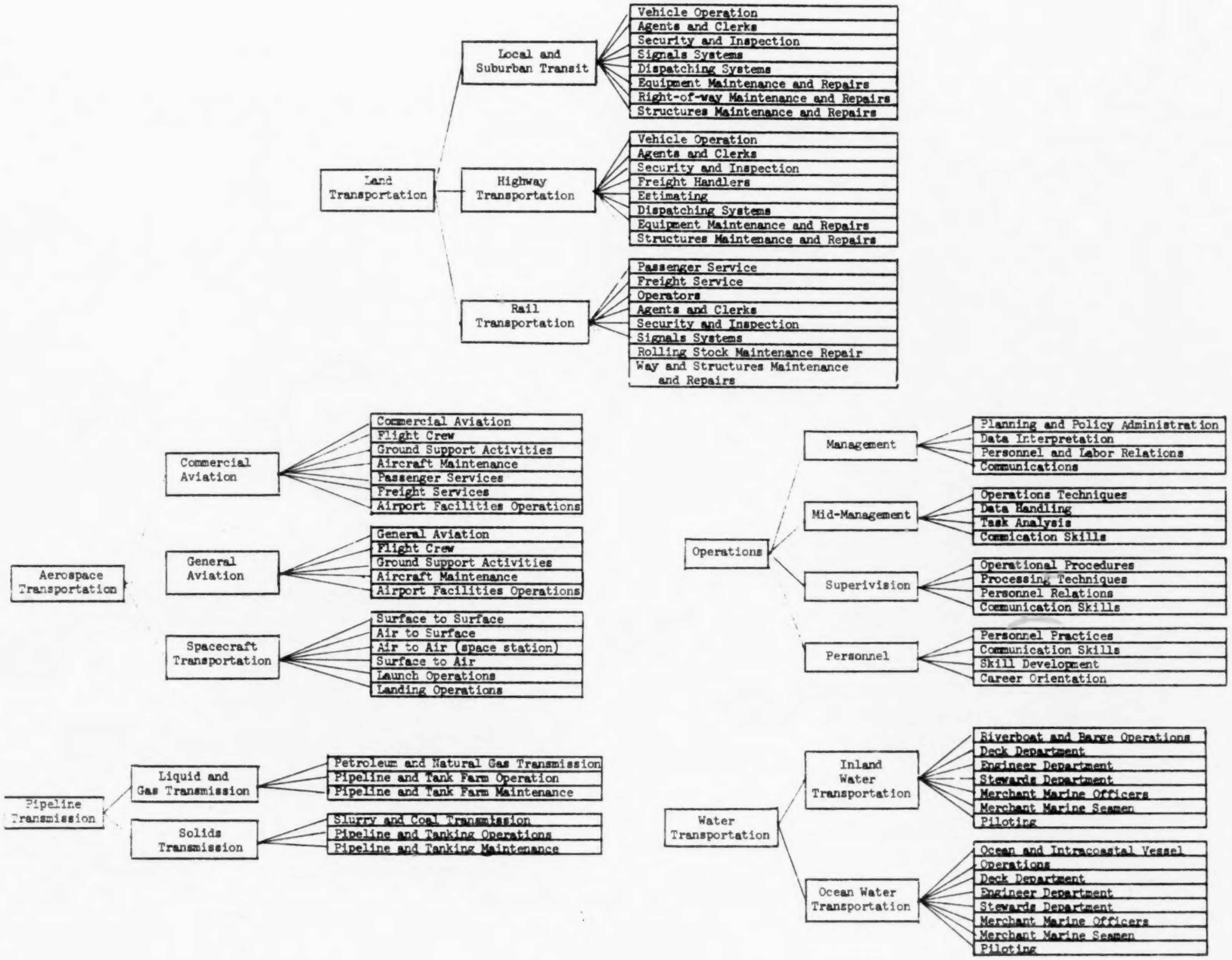

Operations
Management
Planning and Policy Administration
Data Interpretation
Personnel and Labor Relations
Communications
Mid-Management
Operations Techniques
Data Handling
Task Analysis
Communication Skills
Supervision
Operational Procedures
Processing Techniques
Personnel Relations
Communication Skills
Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation


Biologic Science and Technology
Bio-Medical Electronics Technology
Monitoring
Instrumentation
Research
Biology
Blood Banking
Tissue Processing
Micro- and Macro-Organism Identification
Blood Analysis
Radio-Isotope Processes
Bio-Chemistry
Qualitative Analysis
Quantitative Analysis
Bio-Physics
Artificial Replacements (Body Fluids and Parts)
Nuclear Monitoring
Instrumentation


Health Information Systems
Medical Records
Maintaining Patient Records
Microfilming, Storing, and Retrieving
Transcribing
Coding and Indexing
Report Preparation and Transmission
Preparing Original Birth/Death Certificates
Medical Library Science
Storing and Retrieving Publications
Deleting and Dispensing
Report Preparation
Research
Transmission
Medical Illustration and Photography
Bio-Medical Photography
Film Preparation and Projection
Programming Audio-Visual Presentations
Graphic Arts
Vital Statistics
Official Recording of Births, Deaths, Marriages, Divorces, and Other Information as Required
Maintaining Official Records
Retrieving and Dispensing Information
Preparing Reports and Statistical Data
Providing Copies of Official Records

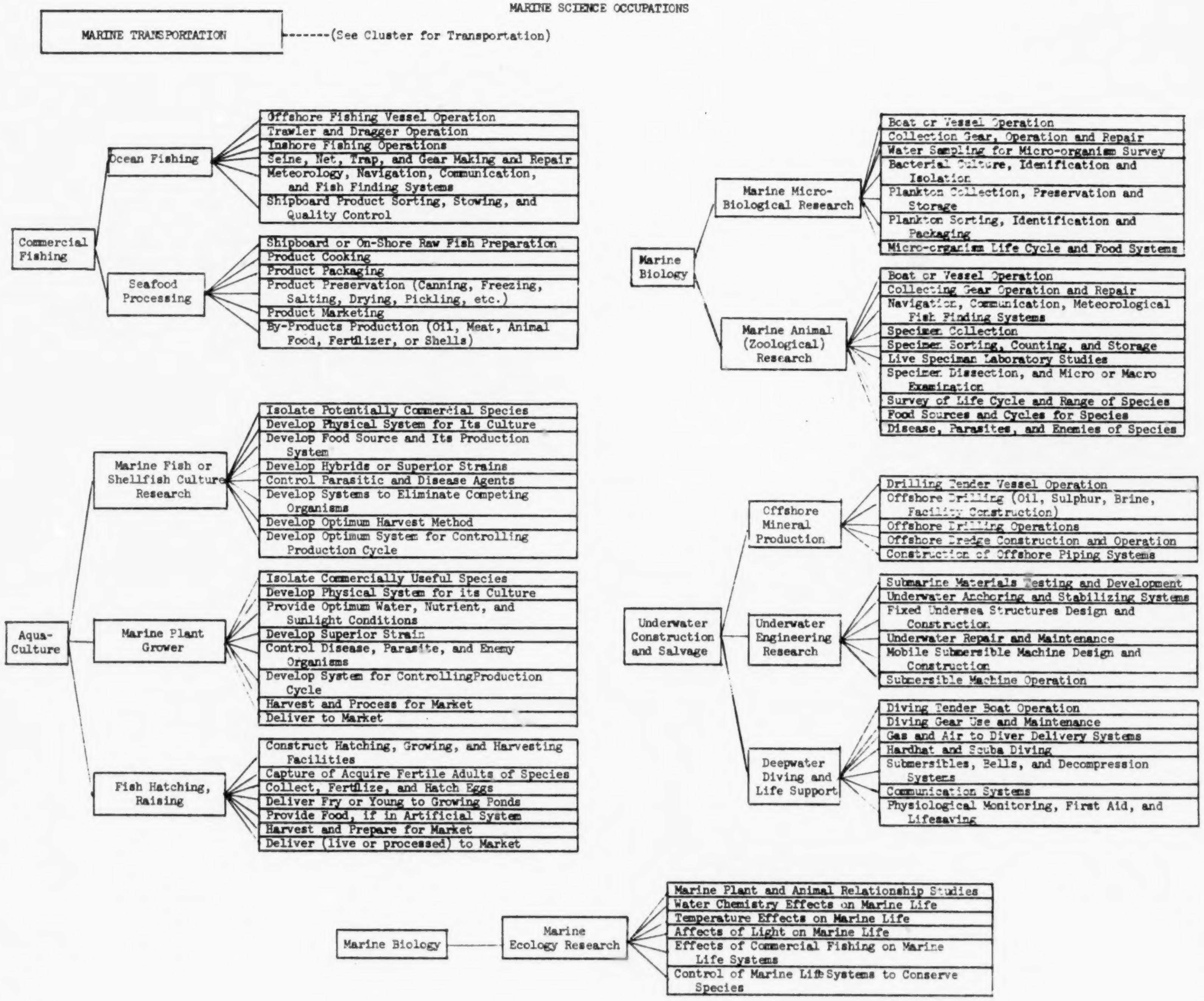
Cluster for

TRANSPORTATION


Land Transportation
Local and Suburban Transit
Vehicle Operation
Agents and Clerks
Security and Inspection
Signals Systems
Dispatching Systems
Equipment Maintenance and Repairs
Right-of-way Maintenance and Repairs
Structures Maintenance and Repairs
Highway Transportation
Vehicle Operation
Agents and Clerks
Security and Inspection
Freight Handlers
Estimating
Dispatching Systems
Equipment Maintenance and Repairs
Structures Maintenance and Repairs
Rail Transportation
Passenger Service
Freight Service
Operators
Agents and Clerks
Security and Inspection
Signals Systems
Rolling Stock Maintenance Repair
Way and Structures Maintenance and Repairs
Aerospace Transportation
Commercial Aviation
Commercial Aviation
Flight Crew
Ground Support Activities
Aircraft Maintenance
Passenger Services
Freight Services
Airport Facilities Operations
General Aviation
General Aviation
Flight Crew
Ground Support Activities
Aircraft Maintenance
Airport Facilities Operations
Spacecraft Transportation
Surface to Surface
Air to Surface
Air to Air (space station)
Surface to Air
Launch Operations
Landing Operations
Operations
Management
Planning and Policy Administration
Data Interpretation
Personnel and Labor Relations
Communications
Mid-Management
Operations Techniques
Data Handling
Task Analysis
Commication Skills
Superivision
Operational Procedures
Processing Techniques
Personnel Relations
Communication Skills
Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation
Pipeline Transmission
Liquid and Gas Transmission
Petroleum and Natural Gas Transmission
Pipeline and Tank Farm Operation
Pipeline and Tank Farm Maintenance
Solids Transmission
Slurry and Coal Transmission
Pipeline and Tanking Operations
Pipeline and Tanking Maintenance
Water Transportation
Inland Water Transportation
Riverboat and Barge Operations
Deck Department
Engineer Department
Stewards Department
Merchant Marine Officers
Merchant Marine Seamen
Piloting
Ocean Water Transportation
Ocean and Intracoastal Vessel Operations
Deck Department
Engineer Department
Stewards Department
Merchant Marine Officers
Merchant Marine Seamen
Piloting

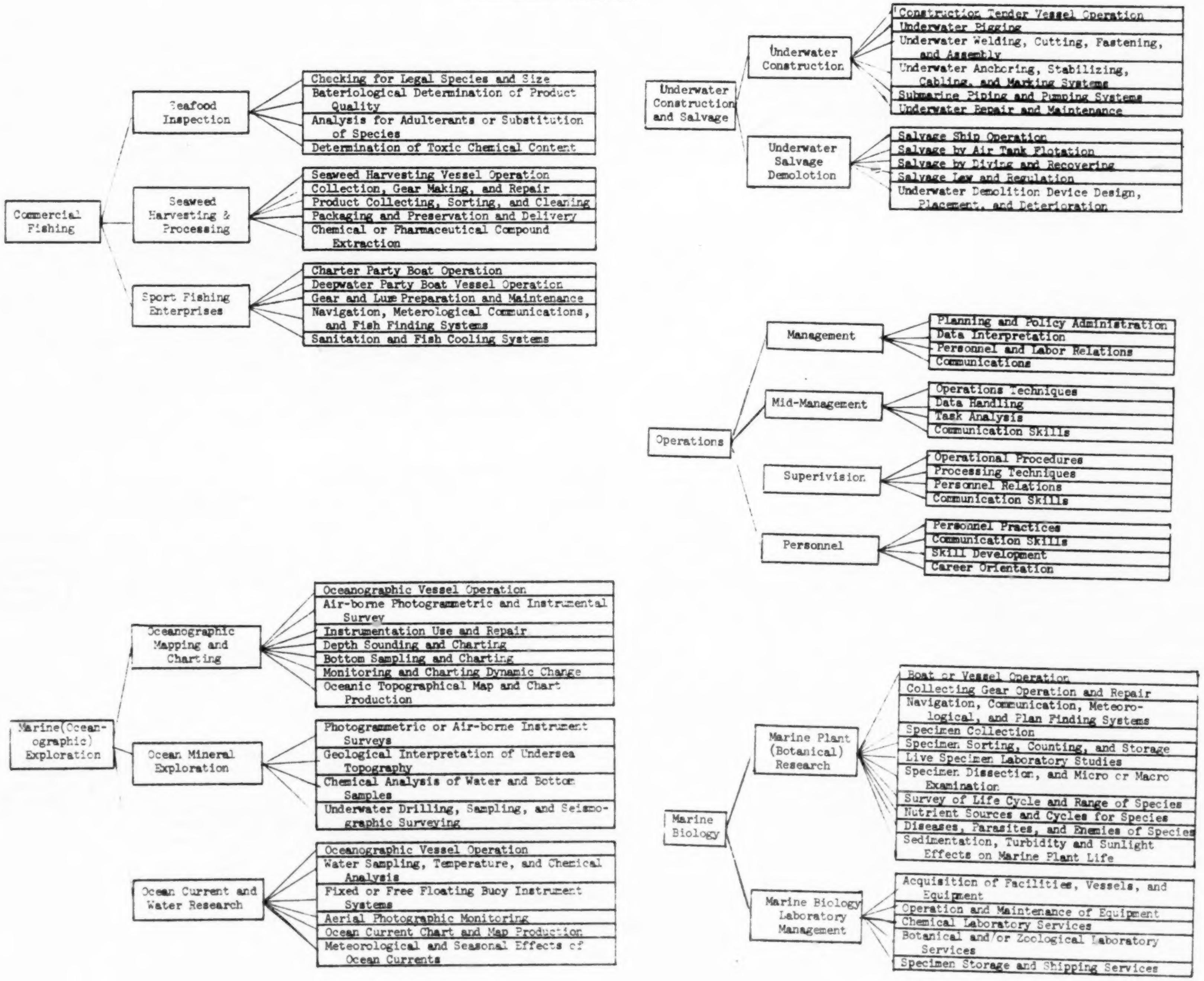
Cluster for

MARINE SCIENCE OCCUPATIONS


MARINE TRANSPORTATION
(See Cluster for Transportation)
Commercial Fishing
Ocean Fishing
Offshore Fishing Vessel Operation
Trawler and Dragger Operation
Inshore Fishing Operations
Seine, Net, Trap, and Gear Making and Repair
Meteorology, Navigation, Communication, and Fish Finding Systems
Shipboard Product Sorting, Stowing, and Quality Control
Seafood Processing
Shipboard or On-Shore Raw Fish Preparation
Product Cooking
Product Packaging
Product Preservation (Canning, Freezing, Salting, Drying, Pickling, etc.)
Product Marketing
By-Products Production (Oil, Meat, Animal Food, Fertilizer, or Shells)
Aqua-Culture
Marine Fish or Shellfish Culture Research
Isolate Potentially Commercial Species
Develop Physical System for Its Culture
Develop Food Source and Its Production System
Develop Hybrids or Superior Strains
Control Parasitic and Disease Agents
Develop Systems to Eliminate Competing Organisms
Develop Optimum Harvest Method
Develop Optimum System for Controlling Production Cycle
Marine Plant Grower
Isolate Commercially Useful Species
Develop Physical System for its Culture
Provide Optimum Water, Nutrient, and Sunlight Conditions
Develop Superior Strain
Control Disease, Parasite, and Enemy Organisms
Develop System for ControllingProduction Cycle
Harvest and Process for Market
Deliver to Market
Fish Hatching, Raising
Construct Hatching, Growing, and Harvesting Facilities
Capture of Acquire Fertile Adults of Species
Collect, Fertilize, and Hatch Eggs
Deliver Fry or Young to Growing Ponds
Provide Food, if in Artificial System
Harvest and Prepare for Market
Deliver (live or processed) to Market
Marine Biology
Marine Micro-Biological Research
Boat or Vessel Operation
Collection Gear, Operation and Repair
Water Sampling for Micro-organism Survey
Bacterial Culture, Idenification and Isolation
Plankton Collection, Preservation and Storage
Plankton Sorting, Identification and Packaging
Micro-organism Life Cycle and Food Systems
Marine Animal (Zoological) Research
Boat or Vessel Operation
Collecting Gear Operation and Repair
Navigation, Communication, Meteorological Fish Finding Systems
Specimen Collection
Specimen Sorting, Counting, and Storage
Live Speciman Laboratory Studies
Specimen Dissection, and Micro or Macro Examination
Survey of Life Cycle and Range of Species
Food Sources and Cycles for Species
Disease, Parasites, and Enemies of Species
Underwater Construction and Salvage
Offshore Mineral Production
Drilling Tender Vessel Operation
Offshore Drilling (Oil, Sulphur, Brine, Facility Construction)
Offshore Drilling Operations
Offshore Dredge Construction and Operation
Construction of Offshore Piping Systems
Underwater Engineering Research
Submarine Materials Testing and Development
Underwater Anchoring and Stabilizing Systems
Fixed Undersea Structures Design and Construction
Underwater Repair and Maintenance
Mobile Submersible Machine Design and Construction
Submersible Machine Operation
Deepwater Diving and Life Support
Diving Tender Boat Operation
Diving Gear Use and Maintenance
Gas and Air to Diver Delivery Systems
Hardhat and Scuba Diving
Submersibles, Bells, and Decompression Systems
Communication Systems
Physiological Monitoring, First Aid, and Lifesaving
Marine Biology
Marine Ecology Research
Marine Plant and Animal Relationship Studies
Water Chemistry Effects on Marine Life
Temperature Effects on Marine Life
Affects of Light on Marine Life
Effects of Commercial Fishing on Marine Life Systems
Control of Marine LifeSystems to Conserve Species

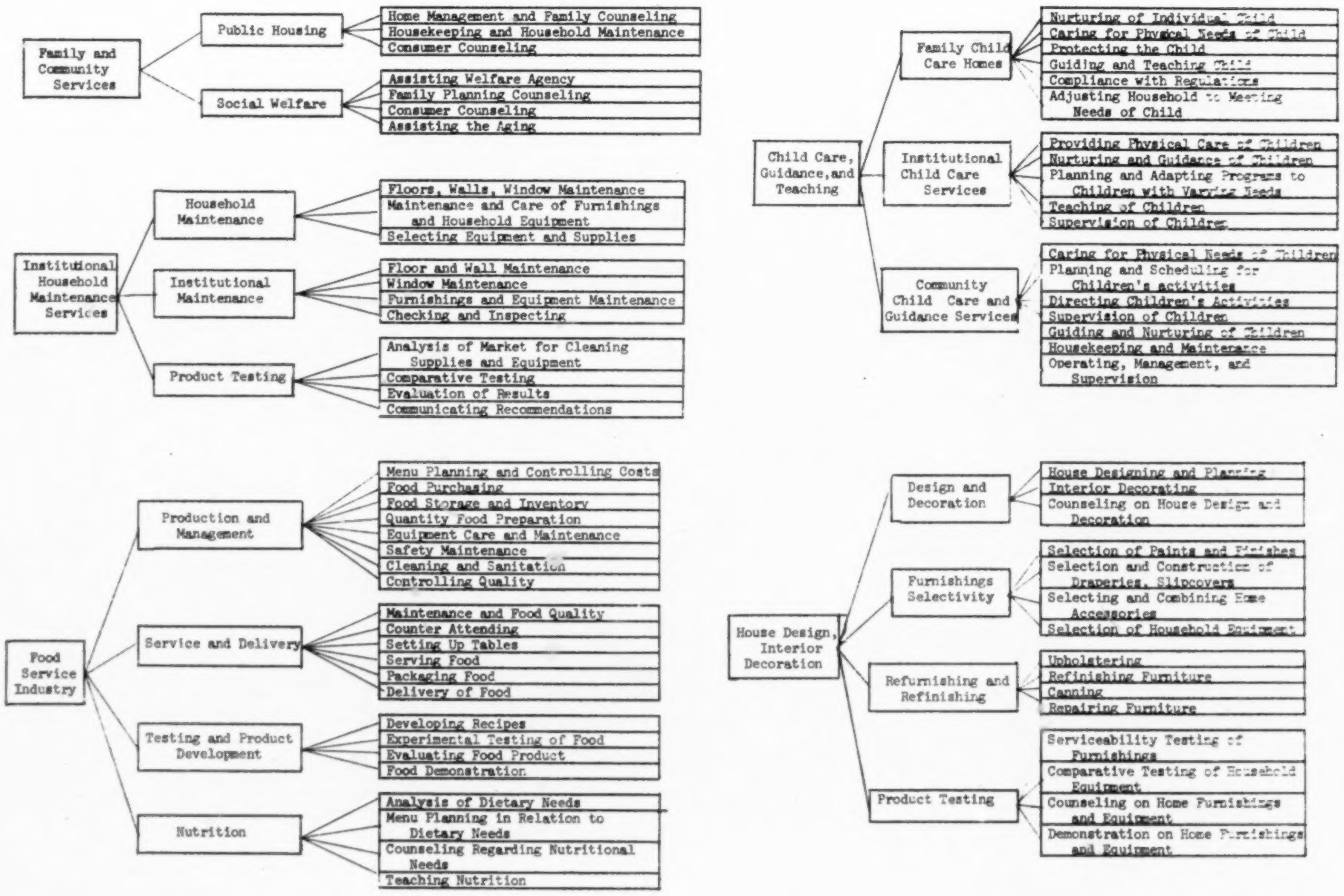
Cluster for

MARINE SCIENCE OCCUPATIONS


Commercial Fishing
Seafood Inspection
Checking for Legal Species and Size
Bateriological Determination of Product Quality
Analysis for Adulterants or Substitution of Species
Determination of Toxic Chemical Content
Seaweed Harvesting & Processing
Seaweed Harvesting Vessel Operation
Collection, Gear Making, and Repair
Product Collecting, Sorting, and Cleaning
Packaging and Preservation and Delivery
Chemical or Pharmaceutical Compound Extraction
Sport Fishing Enterprises
Charter Party Boat Operation
Deepwater Party Boat Vessel Operation
Gear and Lure Preparation and Maintenance
Navigation, Meterological Communications, and Fish Finding Systems
Sanitation and Fish Cooling Systems
Underwater Construction and Salvage
Underwater Construction
Construction Tender Vessel Operation
Underwater Rigging
Underwater Welding, Cutting, Fastening, and Assembly
Underwater Anchoring, Stabilizing, Cabling, and Marking Systems
Submarine Piping and Pumping Systems
Underwater Repair and Maintenance
Underwater Salvage Demolotion
Salvage Ship Operation
Salvage by Air Tank Flotation
Salvage by Diving and Recovering
Salvage Law and Regulation
Underwater Demolition Device Design, Placement, and Deterioration
Operations
Management
Planning and Policy Administration
Data Interpretation
Personnel and Labor Relations
Communications
Mid-Management
Operations Techniques
Data Handling
Task Analysis
Communication Skills
Superivision
Operational Procedures
Processing Techniques
Personnel Relations
Communication Skills
Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation
Marine (Oceanographic) Exploration
Oceanographic Mapping and Charting
Oceanographic Vessel Operation
Air-borne Photogrammetric and Instrumental Survey
Instrumentation Use and Repair
Depth Sounding and Charting
Bottom Sampling and Charting
Monitoring and Charting Dynamic Change
Oceanic Topographical Map and Chart Production
Ocean Mineral Exploration
Photogrammetric or Air-borne Instrument Surveys
Geological Interpretation of Undersea Topography
Chemical Analysis of Water and Bottom Samples
Underwater Drilling, Sampling, and Seismographic Surveying
Ocean Current and Water Research
Oceanographic Vessel Operation
Water Sampling, Temperature, and Chemical Analysis
Fixed or Free Floating Buoy Instrument Systems
Aerial Photographic Monitoring
Ocean Current Chart and Map Production
Meteorological and Seasonal Effects of Ocean Currents
Marine Biology
Marine Plant (Botanical) Research
Boat or Vessel Operation
Collecting Gear Operation and Repair
Navigation, Communication, Meteorological, and Plan Finding Systems
Specimen Collection
Specimen Sorting, Counting, and Storage
Live Specimen Laboratory Studies
Specimen Dissection, and Micro or Macro Examination
Survey of Life Cycle and Range of Species
Nutrient Sources and Cycles for Species
Diseases, Parasites, and Enemies of Species
Sedimentation, Turbidity and Sunlight Effects on Marine Plant Life
Marine Biology Laboratory Management
Acquisition of Facilities, Vessels, and Equipment
Operation and Maintenance of Equipment
Chemical Laboratory Services
Botanical and/or Zoological Laboratory Services
Specimen Storage and Shipping Services

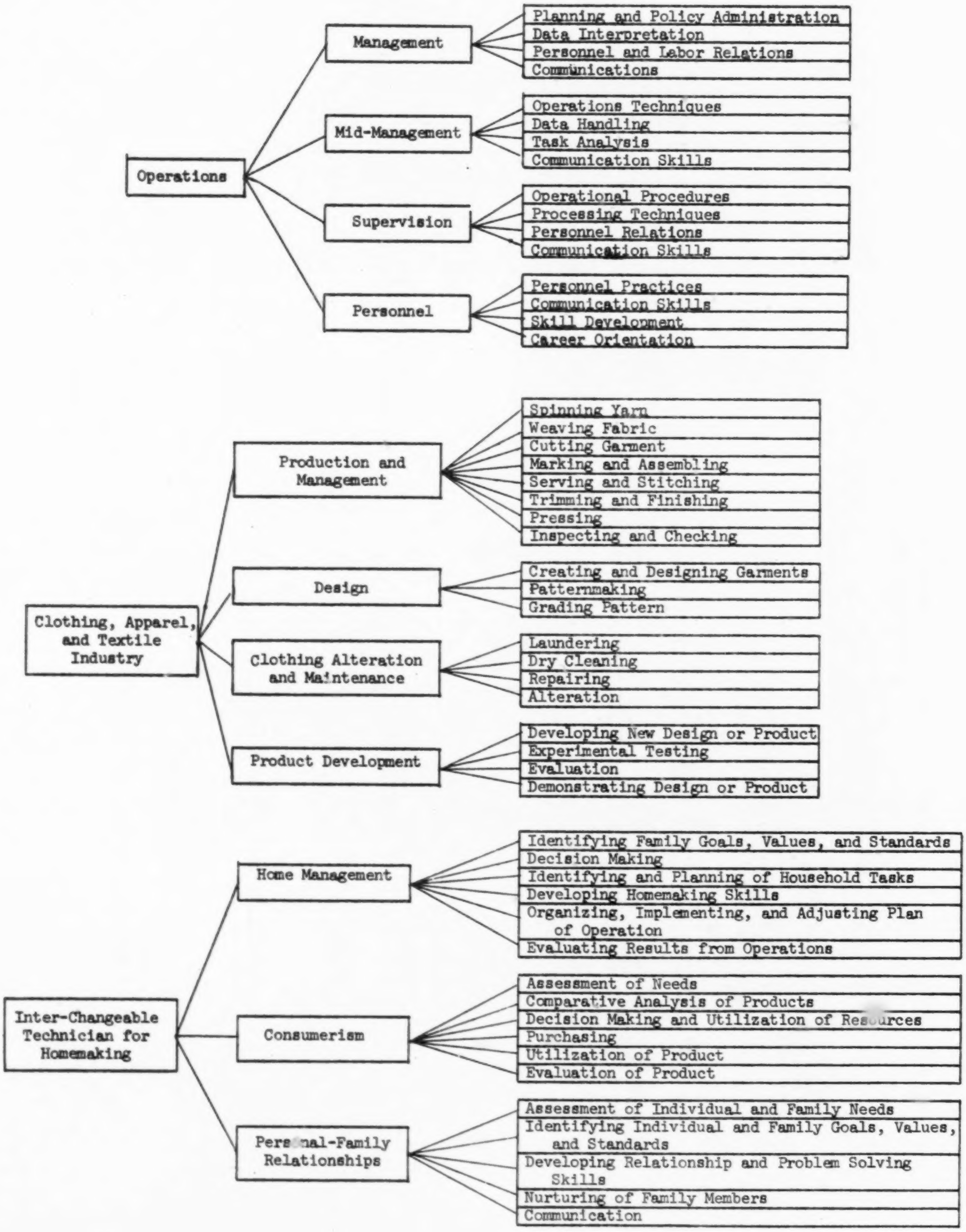
Cluster for

CONSUMER AND HOMEMAKING - - RELATED OCCUPATIONS


Family and Community Services
Public Housing
Home Management and Family Counseling
Housekeeping and Household Maintenance
Consumer Counseling
Social Welfare
Assisting Welfare Agency
Family Planning Counseling
Consumer Counseling
Assisting the Aging
Institutional Household Maintenance Services
Household Maintenance
Floors, Walls, Window Maintenance
Maintenance and Care of Furnishings and Household Equipment
Selecting Equipment and Supplies
Institutional Maintenance
Floor and Wall Maintenance
Window Maintenance
Furnishings and Equipment Maintenance
Checking and Inspecting
Product Testing
Analysis of Market for Cleaning Supplies and Equipment
Comparative Testing
Evaluation of Results
Communicating Recommendations
Food Service Industry
Production and Management
Menu Planning and Controlling Costs
Food Purchasing
Food Storage and Inventory
Quantity Food Preparation
Equipment Care and Maintenance
Safety Maintenance
Cleaning and Sanitation
Controlling Quality
Service and Delivery
Maintenance and Food Quality
Counter Attending
Setting Up Tables
Serving Food
Packaging Food
Delivery of Food
Testing and Product Development
Developing Recipes
Experimental Testing of Food
Evaluating Food Product
Food Demonstration
Nutrition
Analysis of Dietary Needs
Menu Planning in Relation to Dietary Needs
Counseling Regarding Nutritional Needs
Teaching Nutrition
Child Care, Guidance, and Teaching
Family Child Care Homes
Nurturing of Individual Child
Caring for Physical Needs of Child
Protecting the Child
Guiding and Teaching Child
Compliance with Regulations
Adjusting Household to Meeting Needs of Child
Institutional Child Care Services
Providing Physical Care of Children
Nurturing and Guidance of Children
Planning and Adapting Programs to Children with Varying Needs
Teaching of Children
Supervision of Children
Community Child Care and Guidance Services
Caring for Physical Needs of Children
Planning and Scheduling for Children's activities
Directing Children's Activities
Supervision of Children
Guiding and Nurturing of Children
Housekeeping and Maintenance
Operating, Management, and Supervision
House Design, Interior Decoration
Design and Decoration
House Designing and Planning
Interior Decorating
Counseling on House Design and Decoration
Furnishings Selectivity
Selection of Paints and Finishes
Selection and Construction of Draperies, Slipcovers
Selecting and Combining Home Accessories
Selection of Household Equipment
Refurnishing and Refinishing
Upholstering
Refinishing Furniture
Canning
Repairing Furniture
Product Testing
Serviceability Testing of Furnishings
Comparative Testing of Household Equipment
Counseling on Home Furnishings and Equipment
Demonstration on Home Furnishings and Equipment

Cluster for

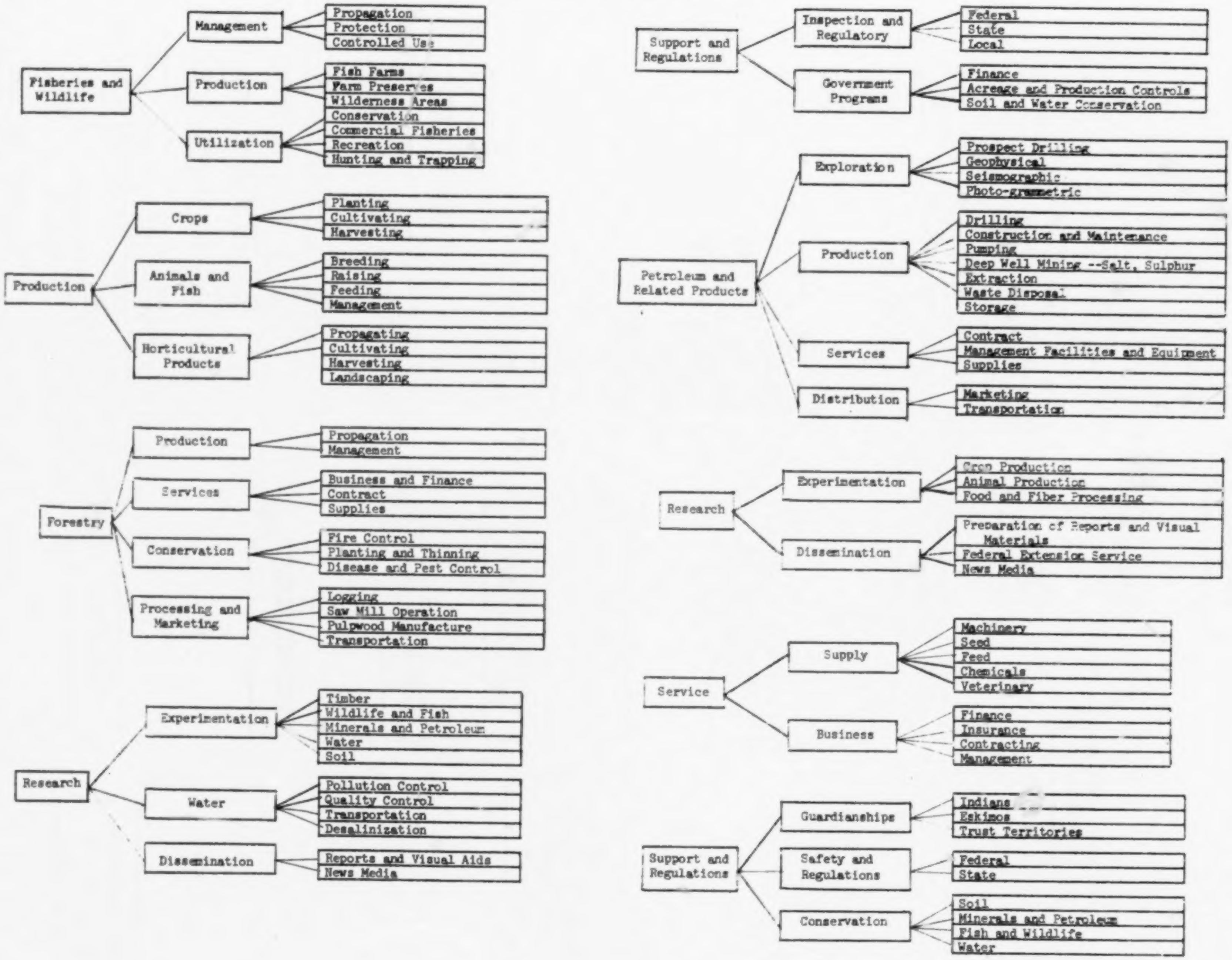
CONSUMER AND HOMEMAKING -- RELATED OCCUPATIONS



- Operations
  - Management
    - Planning and Policy Administration
    - Data Interpretation
    - Personnel and Labor Relations
    - Communications
  - Mid-Management
    - Operations Techniques
    - Data Handling
    - Task Analysis
    - Communication Skills
  - Supervision
    - Operational Procedures
    - Processing Techniques
    - Personnel Relations
    - Communication Skills
  - Personnel
    - Personnel Practices
    - Communication Skills
    - Skill Development
    - Career Orientation
- Clothing, Apparel, and Textile Industry
  - Production and Management
    - Spinning Yarn
    - Weaving Fabric
    - Cutting Garment
    - Marking and Assembling
    - Serving and Stitching
    - Trimming and Finishing
    - Pressing
    - Inspecting and Checking
  - Design
    - Creating and Designing Garments
    - Patternmaking
    - Grading Pattern
  - Clothing Alteration and Maintenance
    - Laundering
    - Dry Cleaning
    - Repairing
    - Alteration
  - Product Development
    - Developing New Design or Product
    - Experimental Testing
    - Evaluation
    - Demonstrating Design or Product
- Inter-Changeable Technician for Homemaking
  - Home Management
    - Identifying Family Goals, Values, and Standards
    - Decision Making
    - Identifying and Planning of Household Tasks
    - Developing Homemaking Skills
    - Organizing, Implementing, and Adjusting Plan of Operation
    - Evaluating Results from Operations
  - Consumerism
    - Assessment of Needs
    - Comparative Analysis of Products
    - Decision Making and Utilization of Resources
    - Purchasing
    - Utilization of Product
    - Evaluation of Product
  - Personal-Family Relationships
    - Assessment of Individual and Family Needs
    - Identifying Individual and Family Goals, Values, and Standards
    - Developing Relationship and Problem Solving Skills
    - Nurturing of Family Members
    - Communication

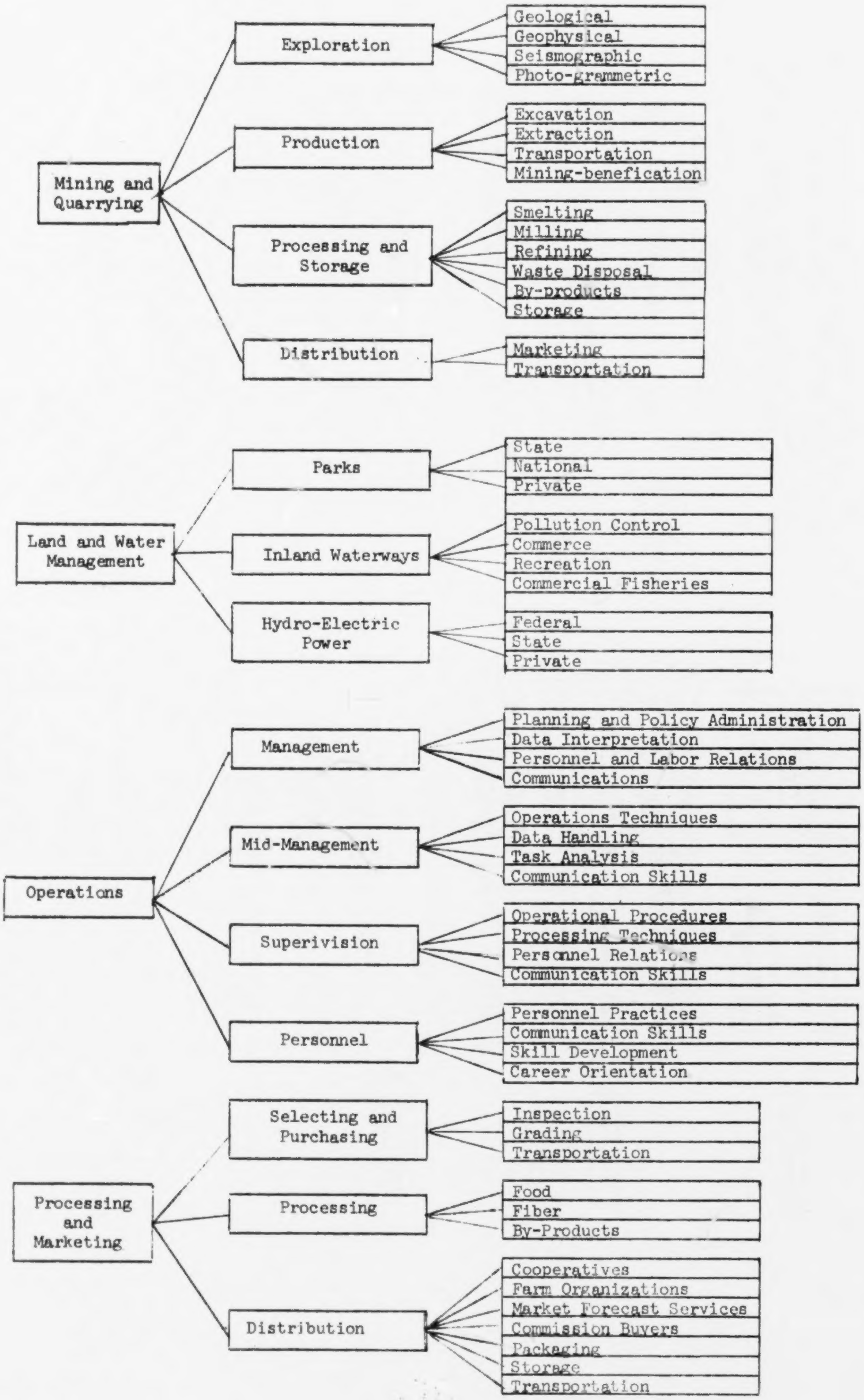
Cluster for

AGRI-BUSINESS AND NATURAL RESOURCES

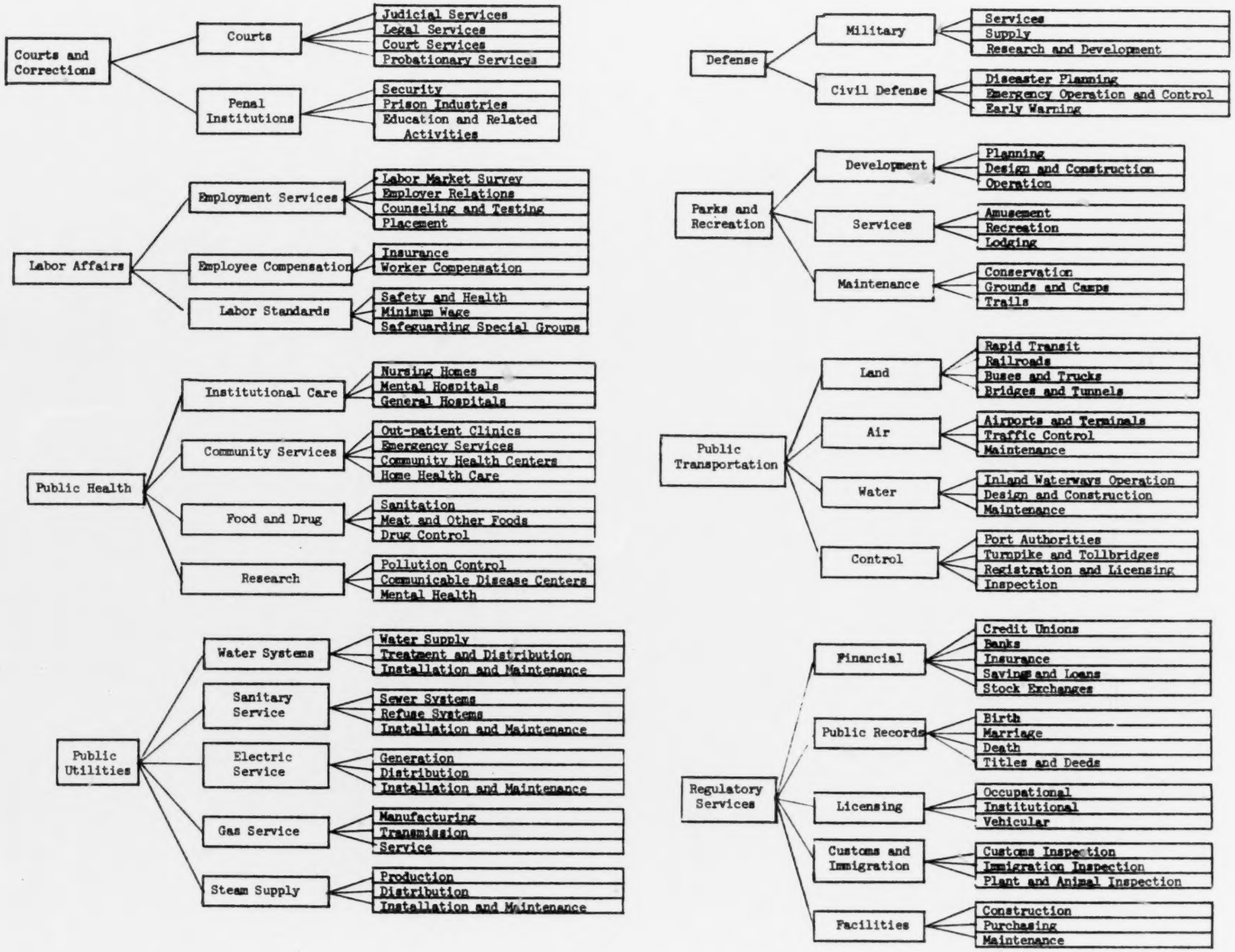

Fisheries and Wildlife
Management
Propagation
Protection
Controlled Use
Production
Fish Farms
Farm Preserves
Wilderness Areas
Utilization
Conservation
Commercial Fisheries
Recreation
Hunting and Trapping
Production
Crops
Planting
Cultivating
Harvesting
Animals and Fish
Breeding
Raising
Feeding
Management
Horticultural Products
Propagating
Cultivating
Harvesting
Landscaping
Forestry
Production
Propagation
Management
Services
Business and Finance
Contract
Supplies
Conservation
Fire Control
Planting and Thinning
Disease and Pest Control
Processing and Marketing
Logging
Saw Mill Operation
Pulpwood Manufacture
Transportation
Research
Experimentation
Timber
Wildlife and Fish
Minerals and Petroleum
Water
Soil
Water
Pollution Control
Quality Control
Transportation
Desalinization
Dissemination
Reports and Visual Aids
News Media
Support and Regulations
Inspection and Regulatory
Federal
State
Local
Government Programs
Finance
Acreage and Production Controls
Soil and Water Conservation
Petroleum and Related Products
Exploration
Prospect Drilling
Geophysical
Seismographic
Photo-grammetric
Production
Drilling
Construction and Maintenance
Pumping
Deep Well Mining --Salt, Sulphur
Extraction
Waste Disposal
Storage
Services
Contract
Management Facilities and Equipment
Supplies
Distribution
Marketing
Transportation
Research
Experimentation
Crop Production
Animal Production
Food and Fiber Processing
Dissemination
Preparation of Reports and Visual Materials
Federal Extension Service
News Media
Service
Supply
Machinery
Seed
Feed
Chemicals
Veterinary
Business
Finance
Insurance
Contracting
Management
Support and Regulations
Guardianships
Indians
Eskimos
Trust Territories
Safety and Regulations
Federal
State
Conservation
Soil
Minerals and Petroleum
Fish and Wildlife
Water

Cluster for

AGRI-BUSINESS AND NATURAL RESOURCES


Mining and Quarrying
Exploration
Geological
Geophysical
Seismographic
Photo-grammetric
Production
Excavation
Extraction
Transportation
Mining-benefication
Processing and Storage
Smelting
Milling
Refining
Waste Disposal
By-products
Storage
Distribution
Marketing
Transportation
Land and Water Management
Parks
State
National
Private
Inland Waterways
Pollution Control
Commerce
Recreation
Commercial Fisheries
Hydro-Electric Power
Federal
State
Private
Operations
Management
Planning and Policy Administration
Data Interpretation
Personnel and Labor Relations
Communications
Mid-Management
Operations Techniques
Data Handling
Task Analysis
Communication Skills
Superivision
Operational Procedures
Processing Techniques
Personnel Relations
Communication Skills
Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation
Processing and Marketing
Selecting and Purchasing
Inspection
Grading
Transportation
Processing
Food
Fiber
By-Products
Distribution
Cooperatives
Farm Organizations
Market Forecast Services
Commission Buyers
Packaging
Storage
Transportation

Cluster for
PUBLIC SERVICE


Courts and Corrections
Courts
Judicial Services
Legal Services
Court Services
Probationary Services
Penal Institutions
Security
Prison Industries
Education and Related Activities
Labor Affairs
Employment Services
Labor Market Survey
Employer Relations
Counseling and Testing
Placement
Employee Compensation
Insurance
Worker Compensation
Labor Standards
Safety and Health
Minimum Wage
Safeguarding Special Groups
Public Health
Institutional Care
Nursing Homes
Mental Hospitals
General Hospitals
Community Services
Out-patient Clinics
Emergency Services
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Sanitation
Meat and Other Foods
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Pollution Control
Communicable Disease Centers
Mental Health
Public Utilities
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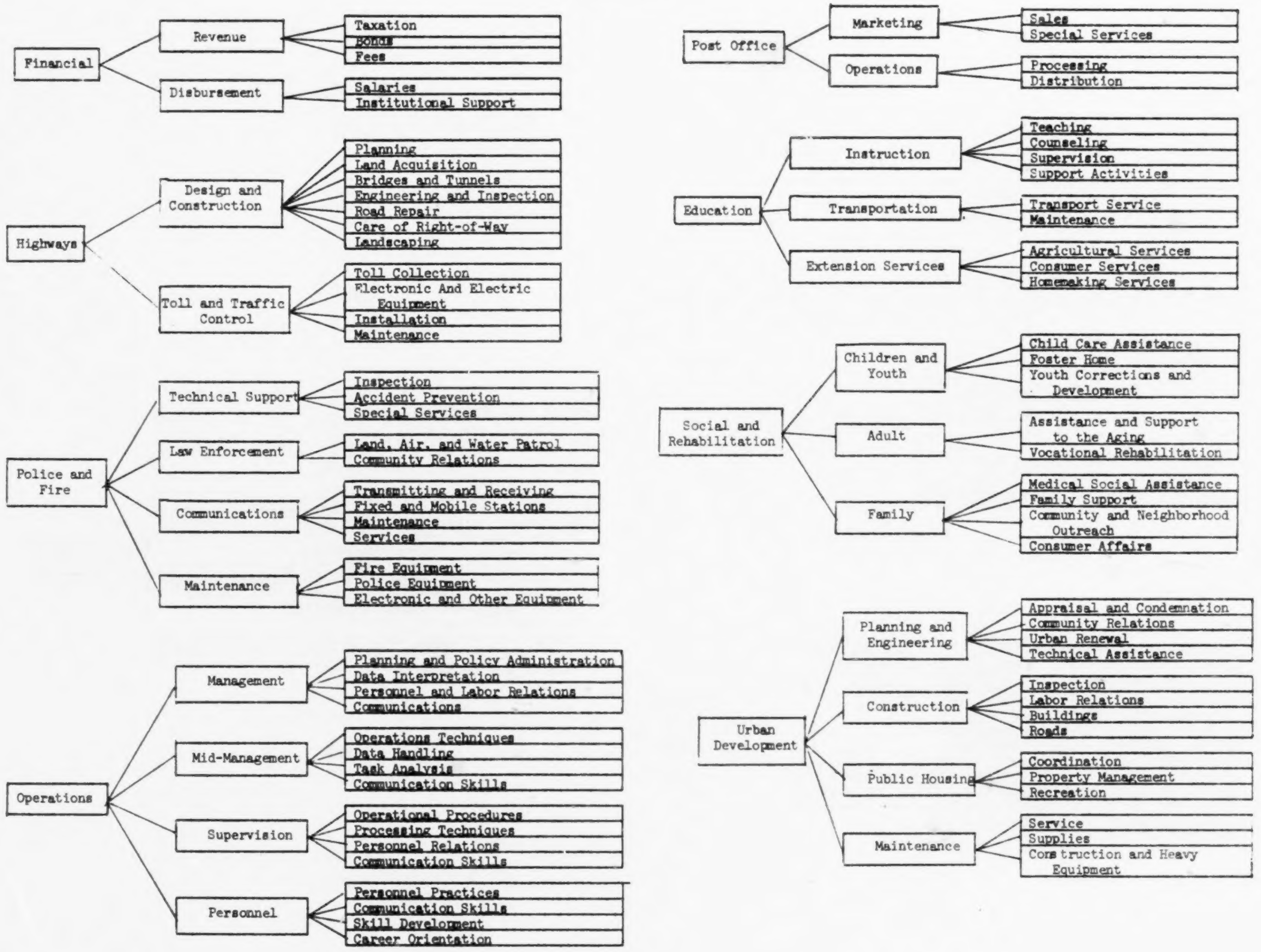
Water Supply
Treatment and Distribution
Installation and Maintenance
Sanitary Service
Sewer Systems
Refuse Systems
Installation and Maintenance
Electric Service
Generation
Distribution
Installation and Maintenance
Gas Service
Manufacturing
Transmission
Service
Steam Supply
Production
Distribution
Installation and Maintenance
Defense
Military
Services
Supply
Research and Development
Civil Defense
Disaster Planning
Emergency Operation and Control
Early Warning
Parks and Recreation
Development
Planning
Design and Construction
Operation
Services
Amusement
Recreation
Lodging
Maintenance
Conservation
Grounds and Camps
Trails
Public Transportation
Land
Rapid Transit
Railroads
Buses and Trucks
Bridges and Tunnels
Air
Airports and Terminals
Traffic Control
Maintenance
Water
Inland Waterways Operation
Design and Construction
Maintenance
Control
Port Authorities
Turnpike and Tollbridges
Registration and Licensing
Inspection
Regulatory Services
Financial
Credit Unions
Banks
Insurance
Savings and Loans
Stock Exchanges
Public Records
Birth
Marriage
Death
Titles and Deeds
Licensing
Occupational
Institutional
Vehicular
Customs and Immigration
Customs Inspection
Immigration Inspection
Plant and Animal Inspection
Facilities
Construction
Purchasing
Maintenance

Cluster for
PUBLIC SERVICE


Financial
Revenue
Taxation
Bonds
Fees
Disbursement
Salaries
Institutional Support
Highways
Design and Construction
Planning
Land Acquisition
Bridges and Tunnels
Engineering and Inspection
Road Repair
Care of Right-of-Way
Landscaping
Toll and Traffic Control
Toll Collection
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Vocational Rehabilitation
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Medical Social Assistance
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Community and Neighborhood Outreach
Consumer Affairs
Urban Development
Planning and Engineering
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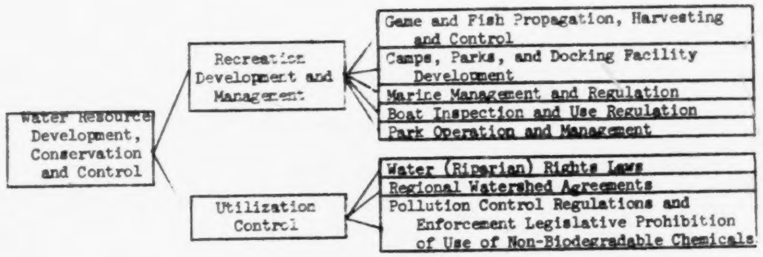
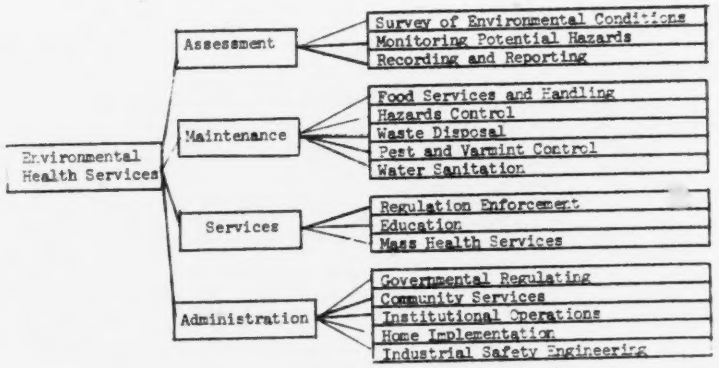
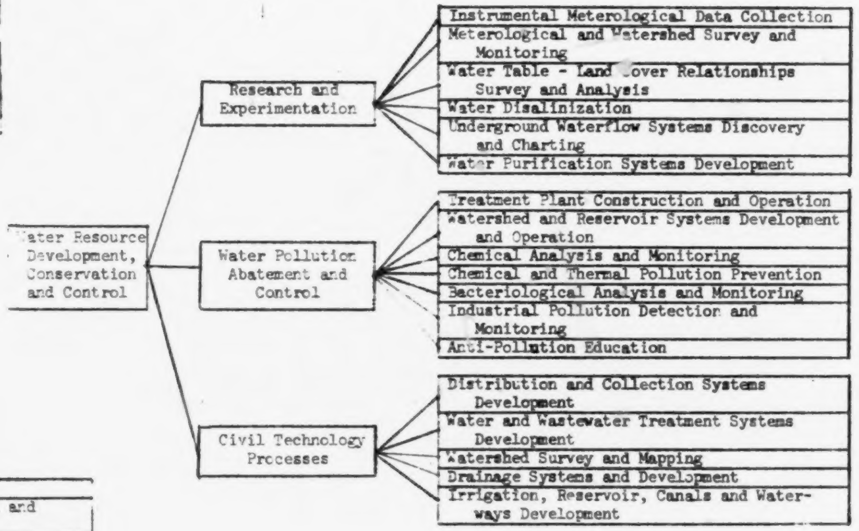
Urban Renewal
Technical Assistance
Construction
Inspection
Labor Relations
Buildings
Roads
Public Housing
Coordination
Property Management
Recreation
Maintenance
Service
Supplies
Construction and Heavy Equipment

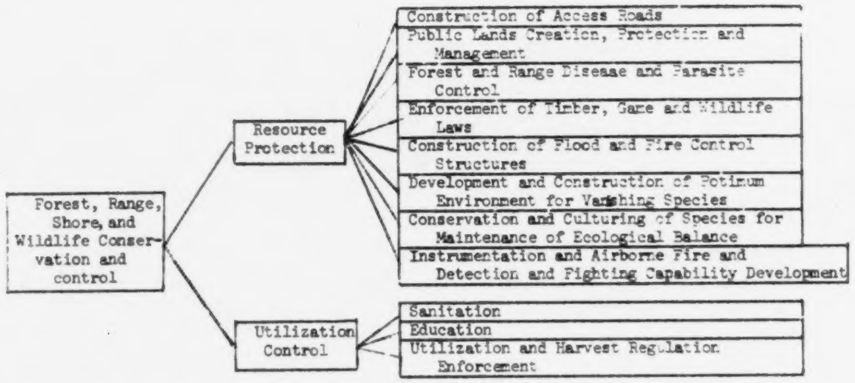
Cluster for

ENVIRONMENT


Water Resource Development, Conservation and Control
Recreation Development and Management
Game and Fish Propagation, Harvesting and Control
Camps, Parks, and Docking Facility Development
Marine Management and Regulation
Boat Inspection and Use Regulation
Park Operation and Management
Utilization Control
Water (Riparian) Rights Laws
Regional Watershed Agreements
Pollution Control Regulations and Enforcement Legislative Prohibition of Use of Non-Biodegradable Chemicals

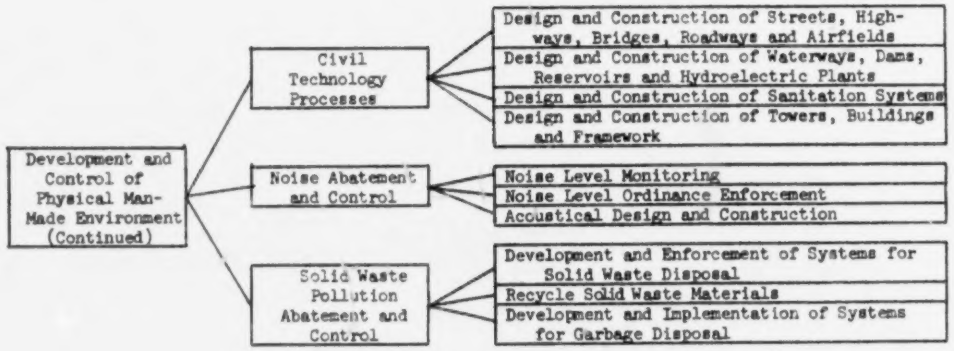

Environmental Health Services
Assessment
Survey of Environmental Conditions
Monitoring Potential Hazards
Recording and Reporting
Maintenance
Food Services and Handling
Hazards Control
Waste Disposal
Pest and Varmint Control
Water Sanitation
Services
Regulation Enforcement
Education
Mass Health Services
Administration
Governmental Regulating
Community Services
Institutional Operations
Home Implementation
Industrial Safety Engineering

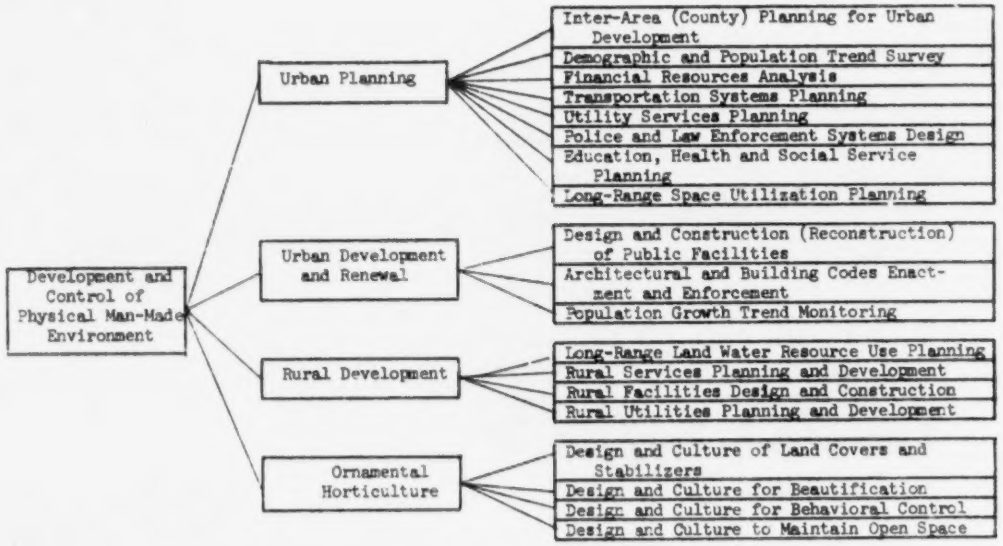

Water Resource Development, Conservation and Control
Research and Experimentation
Instrumental Meterological Data Collection
Meterological and Watershed Survey and Monitoring
Water Table - Land Cover Relationships Survey and Analysis
Water Disalinization
Underground Waterflow Systems Discovery and Charting
Water Purification Systems Development
Water Pollution Abatement and Control
Treatment Plant Construction and Operation
Watershed and Reservoir Systems Development and Operation
Chemical Analysis and Monitoring
Chemical and Thermal Pollution Prevention
Bacteriological Analysis and Monitoring
Industrial Pollution Detection and Monitoring
Anti-Pollution Education
Civil Technology Processes
Distribution and Collection Systems Development
Water and Wastewater Treatment Systems Development
Watershed Survey and Mapping
Drainage Systems and Development
Irrigation, Reservoir, Canals and Waterways Development

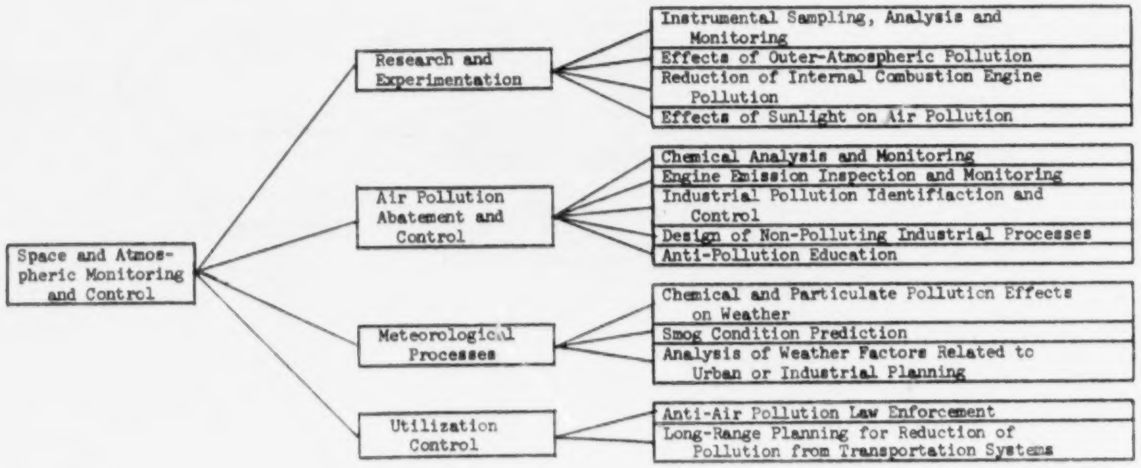

Forest, Range, Shore, and Wildlife Conservation and control
Resource Protection
Construction of Access Roads
Public Lands Creation, Protection and Management
Forest and Range Disease and Parasite Control
Enforcement of Timber, Game and Wildlife Laws
Construction of Flood and Fire Control Structures
Development and Construction of Potimum Environment for Vanishing Species
Conservation and Culturing of Species for Maintenance of Ecological Balance
Instrumentation and Airborne Fire and Detection and Fighting Capability Development
Utilization Control
Sanitation
Education
Utilization and Harvest Regulation Enforcement

Cluster for

ENVIRONMENT

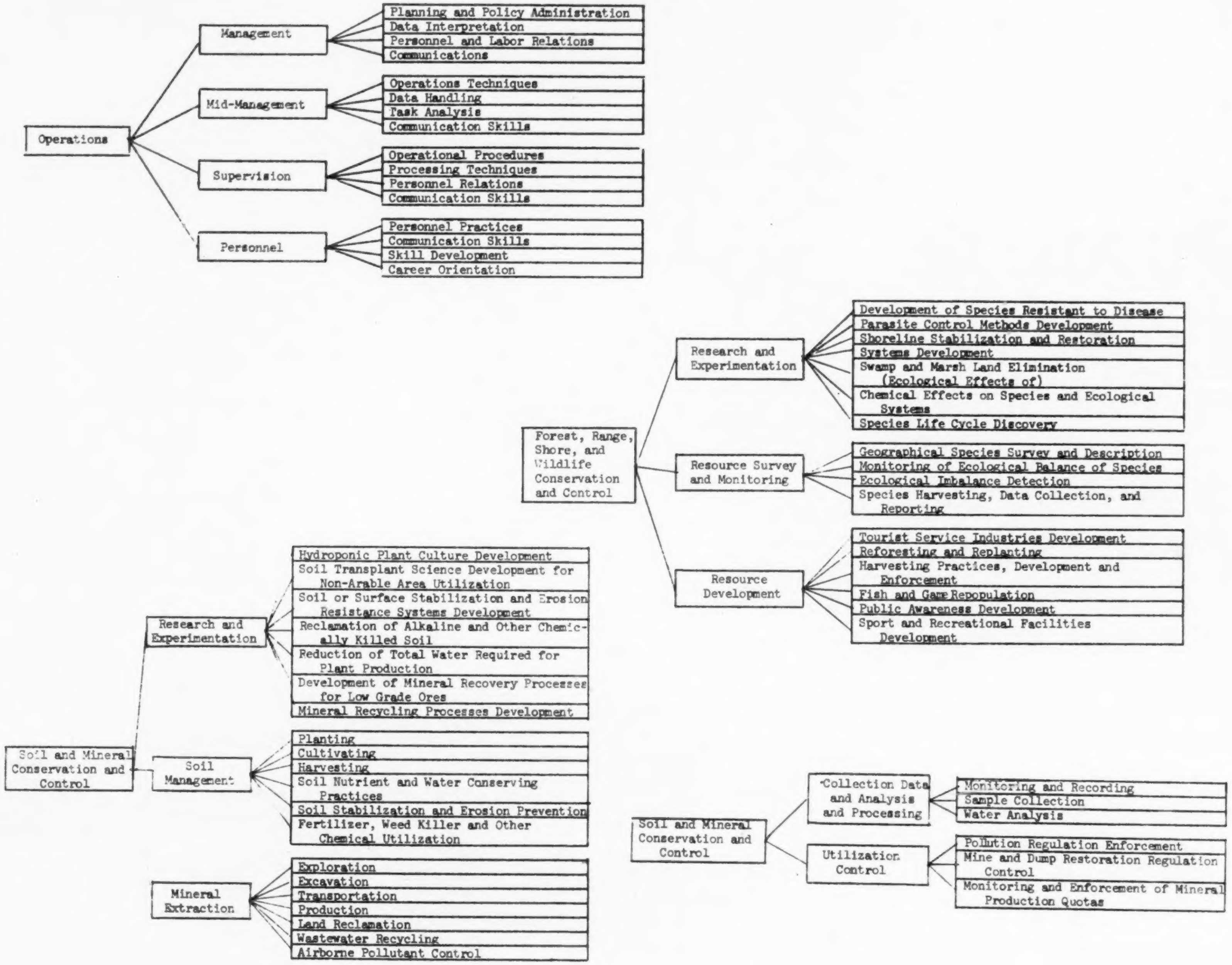

Development and Control of Physical Man-Made Environment (Continued)
Civil Technology Processes
Design and Construction of Streets, Highways, Bridges, Roadways and Airfields
Design and Construction of Waterways, Dams, Reservoirs and Hydroelectric Plants
Design and Construction of Sanitation Systems
Design and Construction of Towers, Buildings and Framework
Noise Abatement and Control
Noise Level Monitoring
Noise Level Ordinance Enforcement
Acoustical Design and Construction
Solid Waste Pollution Abatement and Control
Development and Enforcement of Systems for Solid Waste Disposal
Recycle Solid Waste Materials
Development and Implementation of Systems for Garbage Disposal


Development and Control of Physical Man-Made Environment
Urban Planning
Inter-Area (County) Planning for Urban Development
Demographic and Population Trend Survey
Financial Resources Analysis
Transportation Systems Planning
Utility Services Planning
Police and Law Enforcement Systems Design
Education, Health and Social Service Planning
Long-Range Space Utilization Planning
Urban Development and Renewal
Design and Construction (Reconstruction) of Public Facilities
Architectural and Building Codes Enactment and Enforcement
Population Growth Trend Monitoring
Rural Development
Long-Range Land Water Resource Use Planning
Rural Services Planning and Development
Rural Facilities Design and Construction
Rural Utilities Planning and Development
Ornamental Horticulture
Design and Culture of Land Covers and Stabilizers
Design and Culture for Beautification
Design and Culture for Behavioral Control
Design and Culture to Maintain Open Space


Space and Atmospheric Monitoring and Control
Research and Experimentation
Instrumental Sampling, Analysis and Monitoring
Effects of Outer-Atmospheric Pollution
Reduction of Internal Combustion Engine Pollution
Effects of Sunlight on Air Pollution
Air Pollution Abatement and Control
Chemical Analysis and Monitoring
Engine Emission Inspection and Monitoring
Industrial Pollution Identifiaction and Control
Design of Non-Polluting Industrial Processes
Anti-Pollution Education
Meteorological Processes
Chemical and Particulate Pollution Effects on Weather
Smog Condition Prediction
Analysis of Weather Factors Related to Urban or Industrial Planning
Utilization Control
Anti-Air Pollution Law Enforcement
Long-Range Planning for Reduction of Pollution from Transportation Systems

Cluster for

ENVIRONMENT


Operations
Management
Planning and Policy Administration
Data Interpretation
Personnel and Labor Relations
Communications
Mid-Management
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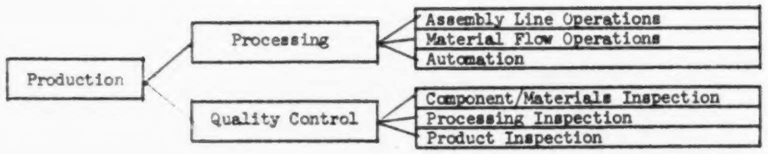
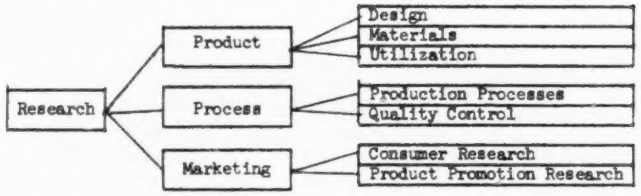
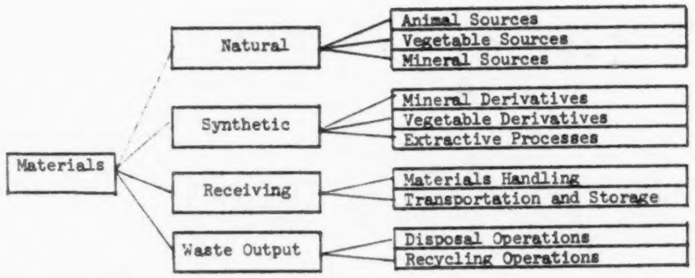
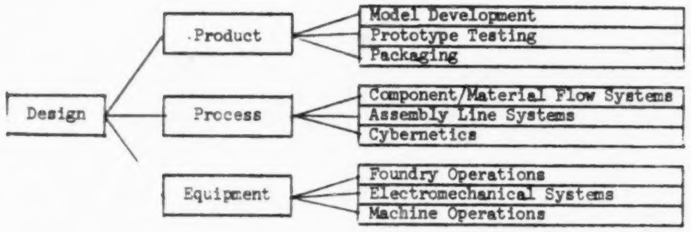
Research and Experimentation
Development of Species Resistant to Disease
Parasite Control Methods Development
Shoreline Stabilization and Restoration
Systems Development
Swamp and Marsh Land Elimination (Ecological Effects of)
Chemical Effects on Species and Ecological Systems
Species Life Cycle Discovery
Resource Survey and Monitoring
Geographical Species Survey and Description
Monitoring of Ecological Balance of Species
Ecological Imbalance Detection
Species Harvesting, Data Collection, and Reporting
Resource Development
Tourist Service Industries Development
Reforesting and Replanting
Harvesting Practices, Development and Enforcement
Fish and Game Repopulation
Public Awareness Development
Sport and Recreational Facilities Development
Soil and Mineral Conservation and Control
Research and Experimentation
Hydroponic Plant Culture Development
Soil Transplant Science Development for Non-Arable Area Utilization
Soil or Surface Stabilization and Erosion Resistance Systems Development
Reclamation of Alkaline and Other Chemically Killed Soil
Reduction of Total Water Required for Plant Production
Development of Mineral Recovery Processes for Low Grade Ores
Mineral Recycling Processes Development
Soil Management
Planting
Cultivating
Harvesting
Soil Nutrient and Water Conserving Practices
Soil Stabilization and Erosion Prevention
Fertilizer, Weed Killer and Other Chemical Utilization
Mineral Extraction
Exploration
Excavation
Transportation
Production
Land Reclamation
Wastewater Recycling
Airborne Pollutant Control
Soil and Mineral Conservation and Control
Collection Data and Analysis and Processing
Monitoring and Recording
Sample Collection
Water Analysis
Utilization Control
Pollution Regulation Enforcement
Mine and Dump Restoration Regulation Control
Monitoring and Enforcement of Mineral Production Quotas

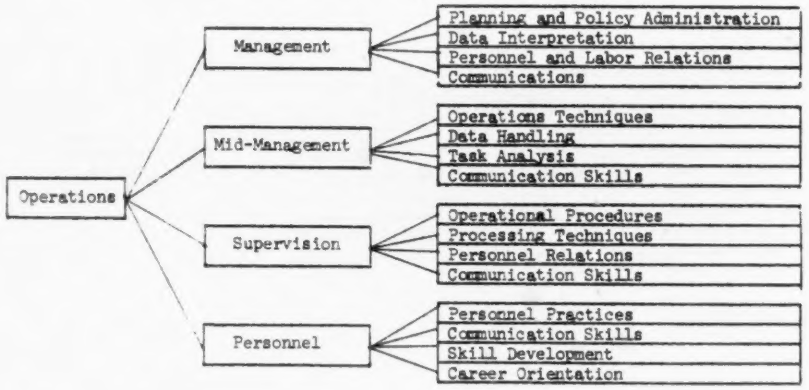
Cluster for
MANUFACTURING


Production
Processing
Assembly Line Operations
Material Flow Operations
Automation
Quality Control
Component/Materials Inspection
Processing Inspection
Product Inspection


Research
Product
Design
Materials
Utilization
Process
Production Processes
Quality Control
Marketing
Consumer Research
Product Promotion Research


Materials
Natural
Animal Sources
Vegetable Sources
Mineral Sources
Synthetic
Mineral Derivatives
Vegetable Derivatives
Extractive Processes
Receiving
Materials Handling
Transportation and Storage
Waste Output
Disposal Operations
Recycling Operations


Design
Product
Model Development
Prototype Testing
Packaging
Process
Component/Material Flow Systems
Assembly Line Systems
Cybernetics
Equipment
Foundry Operations
Electromechanical Systems
Machine Operations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Supervision
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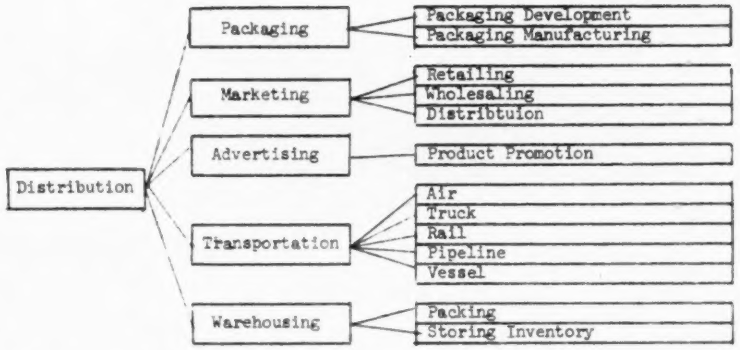
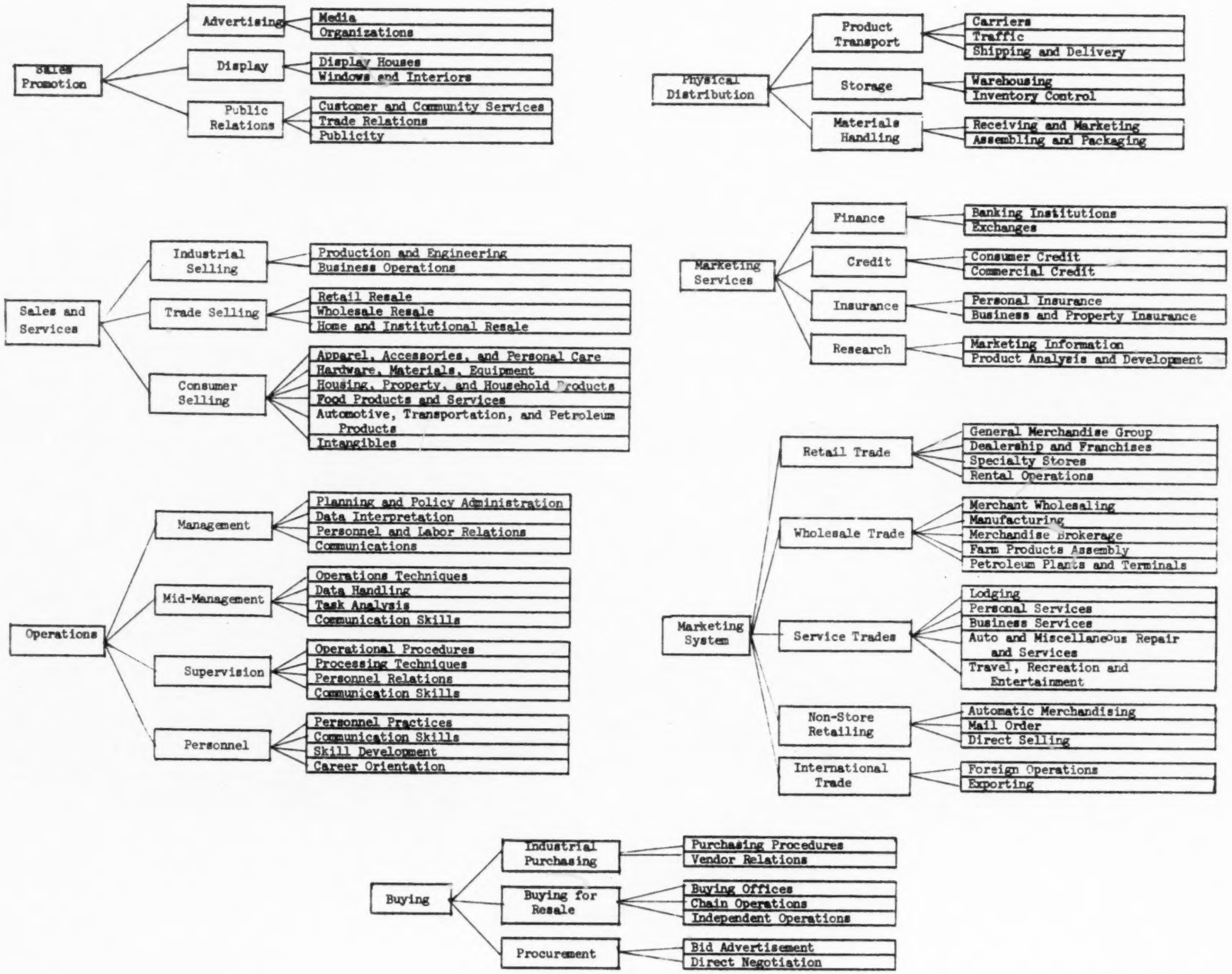
Personnel Practices
Communication Skills
Skill Development
Career Orientation


Distribution
Packaging
Packaging Development
Packaging Manufacturing
Marketing
Retailing
Wholesaling
Distribtuion
Advertising
Product Promotion
Transportation
Air
Truck
Rail
Pipeline
Vessel
Warehousing
Packing
Storing Inventory

Cluster for

MARKETING AND DISTRIBUTION OCCUPATIONS


Sales Promotion
Advertising
Media
Organizations
Display
Display Houses
Windows and Interiors
Public Relations
Customer and Community Services
Trade Relations
Publicity
Physical Distribution
Product Transport
Carriers
Traffic
Shipping and Delivery
Storage
Warehousing
Inventory Control
Materials Handling
Receiving and Marketing
Assembling and Packaging
Sales and Services
Industrial Selling
Production and Engineering
Business Operations
Trade Selling
Retail Resale
Wholesale Resale
Home and Institutional Resale
Consumer Selling
Apparel, Accessories, and Personal Care
Hardware, Materials, Equipment
Housing, Property, and Household Products
Food Products and Services
Automotive, Transportation, and Petroleum Products
Intangibles
Marketing Services
Finance
Banking Institutions
Exchanges
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Business and Property Insurance
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Processing Techniques
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Personnel
Personnel Practices
Communication Skills
Skill Development
Career Orientation
Marketing System
Retail Trade
General Merchandise Group
Dealership and Franchises
Specialty Stores
Rental Operations
Wholesale Trade
Merchant Wholesaling
Manufacturing
Merchandise Brokerage
Farm Products Assembly
Petroleum Plants and Terminals
Service Trades
Lodging
Personal Services
Business Services
Auto and Miscellaneous Repair and Services
Travel, Recreation and Entertainment
Non-Store Retailing
Automatic Merchandising
Mail Order
Direct Selling
International Trade
Foreign Operations
Exporting
Buying
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Buying Offices
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Independent Operations
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Bid Advertisement
Direct Negotiation

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APPENDIX F

STUDY INFORMATION

For Use with Lesson 2, Study Habit Assessment, Unit 5.

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Some Suggested Learning Activities

1. a. Develop a tape of a short lecture and have students take notes, then pass out a mimeographed copy of notes in outline form and have them compare, or have resource person give note-taking demonstration.

   b. Have student keep set of notes in each school class for a period of one week to be analyzed and graded.

2. Help the students organize their notebooks for all their classes. Check periodically to see how well they carry out their suggestions. See page 304.

3. Develop a time schedule form to meet the requirements of these students. Check periodically. (See page 318.) Daily, then weekly time schedule.

4. Develop an assignment book in which assignments will be written for all classes.

5. Talk about what concentration is. Discuss instances of good and poor concentration. Have students suggest ways to improve concentration.

6. Discuss why tests are necessary. (If they are.)

7. Discuss some general ideas to keep in mind for taking any test, and then ideas for specific types. (See page 315.)

8. Discuss what is meant by grading "on the curve." (See page 322.)

9. Individual research can be done by each student in areas of study where they feel they have difficulties. (See pages 325-331.)

10. Pass out to students a copy of "Test Time Tips" and discuss them. (See page 315.)

11. Have student spend time in the library and be instructed in the effective use of library resources.

12. As a student incentive project, students could get "paid" for "work" done. (Play money could be used.) At the end of a given time, white elephants could be auctioned off. (Students would use only play money they had earned.)

13. Contracts may be set up whereby the student agrees to do certain requirements in order to get the grade he chooses to receive. (See page 324.)

14. Test students' understanding of proper study habits. See page 323.

Name ____________________
Period ____________________

TEST TIME TIPS

When taking a test, here are some things to bear in mind:

1. Don't panic--be alert, apprehensive, but don't panic.

2. Avoid an angry mood during an exam--you won't do your best.

3. Watch your attitude--don't come into the test sure that you are going to fail--positive thinking is more valuable than negative thinking. If you have done your work, you will pass.

4. Don't cram--study and review well in advance.

5. The night before the exam, review lightly and get a good night's sleep.

6. Be sure to bring the proper equipment--pens, pencils, etc., to the test.

7. Choose a good seat for a clear view of the blackboard, if the test is written on the board.

8. Make yourself comfortable in your chair. Put away extra books, etc.

9. Always read the directions carefully.

10. Carefully read how the test is to be scored--how many points for each question.

11. Glance at the whole test before you begin.

12. Do plenty of thinking before writing.

13. Read each question carefully and slowly.

14. Budget your time carefully. Keep the time per question properly balanced.

15. Give more time to the important questions. (Count more points.)

16. Work as rapidly as you can.

17. If you don't understand the question or can't figure the answer out, go on to the next one and come back if there is any time left.

18. Take a few rest pauses during the exam.

19. Don't be upset by people who finish the test while you are still struggling.

20. Read over your answers to check for those silly, needless errors.

STUDY HABIT TEACHING AIDS

Some specific ideas that will help the students develop proper study habits are:

A. General

1. Set up a definite time to study and STICK TO IT. See page 10-12 Learn How to Study, (SRA).
2. Have all the necessary materials at hand. (Pencils, pens, earsers, dictionaries, etc.)
3. Start promptly when the time comes. (No need to "warm up.")

B. Home

1. Have a room of your own or a special place in another room to study. Study in the same place each time. Place habits are associated with time habits and this helps keep you on schedule.
2. Place should be quiet.
3. Light should be indirect if possible. Should come over shoulder if possible. (Left shoulder if right handed, right shoulder if left handed.)
4. Room temperature between 68-72 degrees F.
5. Have a clean desk on which to study. Only materials needed for study should be on desk. Other items tend to distract.
6. Sit on a hard, straight-backed chair.
7. Sit erect, and feet should touch the floor.
8. Stand up occasionally to help blood circulation and reduce muscle fatigue.

C. Personal

1. Observe good health rules. You must feel well in order to study effectively.
2. Student should be aware of eye strain and the importance of good eye sight to study. Close eyes or gaze out a window for a few seconds every ten minutes to relax the eyes.
3. Irregular attendance is frequently caused by poor study attitudes. Beware of easy ways out, e.g., (1) not feeling well, (2) had to help mother, (3) I forgot. Most are psychological escapes.

D. School

1. Refrain from bothering your neighbor. Don't be a pest. Let someone study if they want to.
2. Keep an assignment book with the specific assignment for each class written in it.
3. Keep a good set of notes in outline form. Review them often.
4. Have a large loose-leaf binder with dividers.
5. Prepare daily for examinations. Cramming is not a good practice.
6. Understand why tests are given.
7. Learn to use test results.
8. Study alone. Studying with friends usually results in a waste of time.

D. School (Continued)

9. Know exactly what you are responsible for on a test. If uncertain, ask teacher for clarification.

10. Overlearn the material. Talk to parents and friends. Listen to radio and T.V. programs and relate to subject.

11. Two types of tests are essay (composition type) and short answer. Know what to expect and review material for either kind.

Name ____________________ Period ____

"Plan well your work; work well your plan."

MAKING A SCHEDULE FOR STUDY

1. Begin by setting aside a definite amount of time just for study (five nights a week).

2. Now list the subjects for which you have to prepare each evening:
   1. ____________________ 2. ____________________
   3. ____________________ 4. ____________________

3. List the subjects you will study each evening in the order in which you will do them:
   (More difficult) ____________________
   (Even more difficult) ____________________
   (Most difficult) ____________________
   (Least difficult) ____________________

4. a. Now write the nights of the week you will study.
   b. Under each day list the subjects in the order they will be studied.
   c. Give yourself a five minute break after each subject.
   d. Now schedule your time.

MONDAY		TUESDAY		WEDNESDAY		THURSDAY			
Subj.	Time	Subj.	Time	Subj.	Time	Subj.	Time	Subj.	Time

5. Copy your schedule on a card and place it on your study desk.

6. Begin work for a big assignment long in advance.

7. Use study time even when you have no daily work.

Keep an assignment book and copy your assignments exactly.

Remember: a schedule is to help you--not control you. Change it if it does not suit you, and you find yourself breaking it frequently.

NOTEBOOK CHECK LIST

Check either "yes" or "no" for each of the following statements.

	YES	NO
1. All the pages are straight and smooth.	___	___
2. I have dividers between sections.	___	___
3. There is a special place for my assignments.	___	___
4. I can read my notes.	___	___
5. My teachers can read my notes.	___	___
6. Notes belonging together are together.	___	___
7. I review my notes often.	___	___
8. My notes are in outline form.	___	___
9. It's easy to find what I'm looking for.	___	___
10. All reference material is where it belongs.	___	___
11. The pages are in order.	___	___
12. I have drawn too many pictures.	___	___
13. My notebook helps me to review.	___	___
14. I date each day's assignments and notes.	___	___

PROFITING FROM YOUR TIME BUDGET

(Side 1)

"Dost thou love life? Then do not squander time, for that is the stuff life is made of."—Benjamin Franklin

If you waste an hour of time, have you wasted an hour of life? Many have learned to budget money in order to buy essentials, yet they are not willing to budget life (time) with which all things are really bought—including money. There are far too many important or essential things for one life span to buy. One must, therefore, choose goals or make a careful selection of essentials for which he will trade his life.

A time schedule is not a budget. Both are equally needed. A schedule merely assigns an activity to a particular time of day—a budget tells you whether or not you can afford it. Budget enough time to buy your most cherished goal first. Only with the time remaining should the other essentials be purchased. As proverb has it, "Good is the greatest enemy to the best." After you have decided how much time your second most important goal will take, add it to the first and subtract from the total amount you have in order to find out if you can afford the third and then the fourth so-called essentials. All men are equal in that they possess exactly 168 hours per week—no more no less.

Remember, if you can't follow your own budget, you only rob yourself of that which you claim you want. You are not a slave to your budget, but rather it is your slave to force you to obtain what you choose. Man is a product of the things he has done with his time. Wanting to be a different kind of person is not enough. Do things differently and you become that different person. "Man cannot change; he merely grows differently."

After the budget is complete and the hours add up to 168 (approximately 112 hours awake), only then turn over the sheet and fill in the schedule.

BUDGET OF ACTIVITIES DEMANDING MY TIME

Sample Activities	*Hours per week*	*Starting Date*
1. Church		
A. Service Projects		
B. Meetings		
2. Family		
A. Husband or Wife		
B. Children		
C. Parents		
D. Brothers and Sisters		
3. Friends and Neighbors		
A. Clubs and Projects		
B. Visits		
4. Education (See #2 of Time Use and Abuse)		
A. Class (Credit Hrs. × 3)		
1. Class .... Cr. .... × 3 =		
2. Class .... Cr. .... × 3 =		
3. Class .... Cr. .... × 3 =		
4. Class .... Cr. .... × 3 =		
5. Class .... Cr. .... × 3 =		
B. Reading		
C. Other		
5. Work		
A. Job		
B. Part-Time Job		
6. Diversion		
A. Hobbies		
B. Recreation		
C. Exercise		
7. Miscellaneous		
A. Trade time for emergencies		
B. Eat		
C. Travel		
D. Sleep		
8. Other		
TOTAL	168	

TIME USE AND ABUSE

1. *Build your schedule around your fixed time commitments.* FIXED: eating, organizations, classes, church, and employment. FLEXIBLE: sleeping, study, personal grooming, and recreation.

2. *Budget enough time to pay for each subject.* Most college classes are planned to require about two hours of outside work each week per credit hour. By multiplying your credit load by two you can get a good idea of the time you should provide for studying. Of course, if you are a slow reader, or have other study deficiencies, you may need to plan more time in order to meet the competition of your classmates.

3. *Study at the right times and places.* Develop habits of regularity in following your budget schedule. Avoid generalizations in your schedule such as "study." Commit yourself to "study English 111" or "study History 170."

4. *Study is most efficient just before or just after class.* One hour of study immediately following class while the lecture and assignments are still fresh in mind is better than two hours a few days later. And preview just before class facilitates class participation and permanent learning.

5. *Utilize odd hours for studying.* Those scattered one- or two-hour free periods between classes are easily wasted. Use them for reading and studying.

6. *Vary your study schedule.* To keep up efficiency and power of concentration, arrange your schedule to switch to another subject after two study hours on one subject.

7. *Borrow time—don't steal it.* A few hours each week should be set aside as miscellaneous time to trade for time borrowed to handle emergencies or the unexpected. When it is time for a new activity, move to it. Save what you are doing till the next scheduled time or, if necessary, complete it during your miscellaneous time.

> "Time is the one thing we possess. Our success depends upon the use of our time and its by-product, the odd moment."
> —Arthur Brisbane

TIME CHART

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
00							
00							
.00							
:00							
:00							
:00							
:00							
00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							
:00							

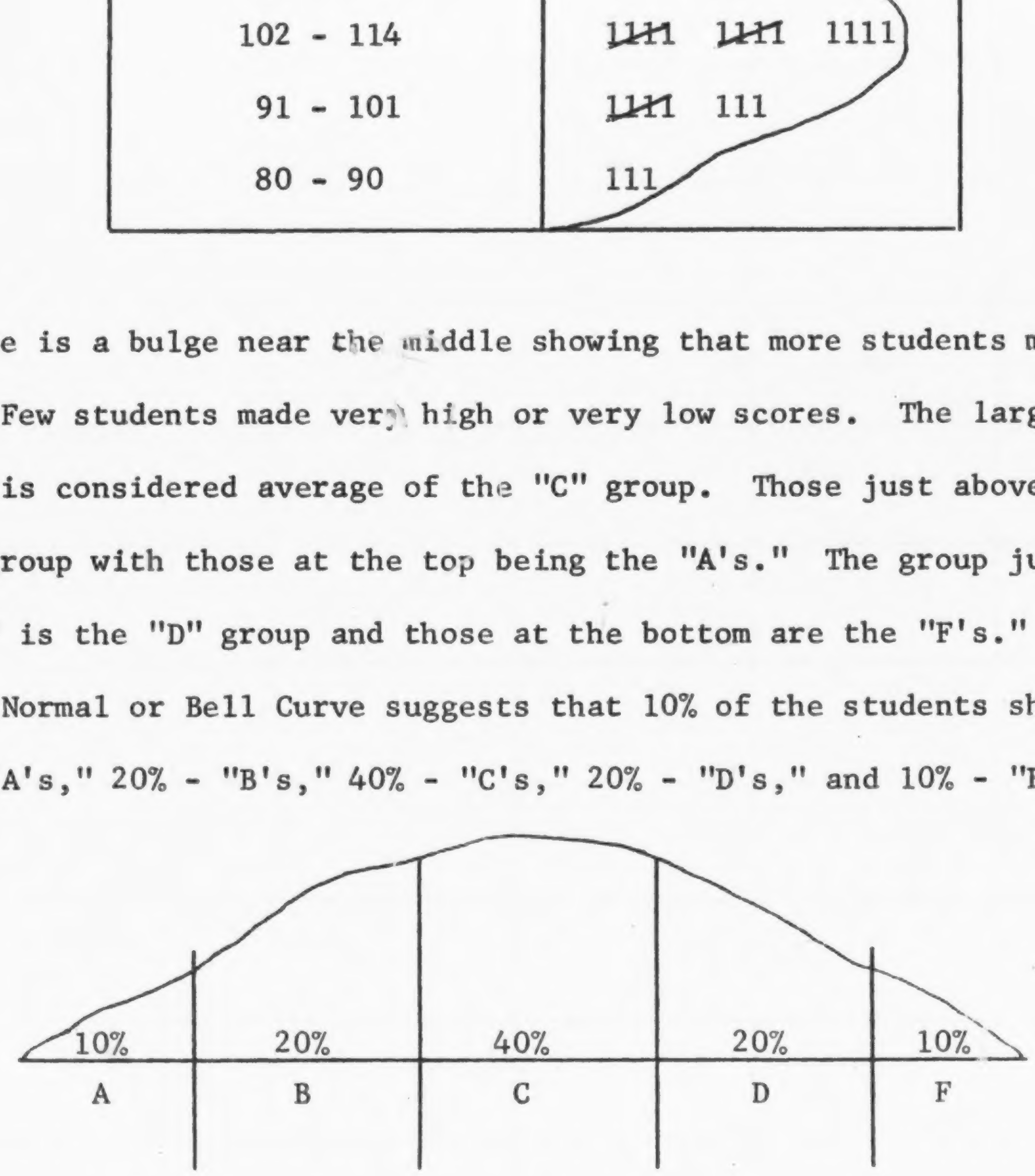
GRADING ON THE CURVE

Some teachers set up standards ahead of time on which to grade, such as: 90 - 100=A; 80 - 90=B; 70 - 80=C; 60 - 70=D; below 60=F. However, in some classes the tests may be made so long and difficult that nobody can answer every question correctly. In these cases most teachers decide to grade on "the curve." This really means letting the students set the pace. The teacher may arrange the test scores on a tally sheet like this.

Test Scores	Tally of Scores
130 - 140	1
115 - 129	~~1111~~ 11
102 - 114	~~1111~~ ~~1111~~ 1111
91 - 101	~~1111~~ 111
80 - 90	111

There is a bulge near the middle showing that more students made middle scores. Few students made very high or very low scores. The large group of students is considered average of the "C" group. Those just above this are the "B" group with those at the top being the "A's." The group just below the "C's" is the "D" group and those at the bottom are the "F's."

The Normal or Bell Curve suggests that 10% of the students should receive "A's," 20% - "B's," 40% - "C's," 20% - "D's," and 10% - "F's."



Name ______________________ Period __________

STUDY TEST

I. True-False

F 1. Even if you find yourself frequently breaking your study schedule, you should not change it.

T 2. When taking a test, you should get to the room early.

T 3. Notes should be made in outline form.

F 4. You should spend long hours studying the night before a test.

F 5. On a test you should spend equal time on each question, even if they are not worth the same amount of points.

T 6. Proper room temperature for study is 68-72 degrees.

T 7. You should take a positive attitude into a test with you.

F 8. Putting a date on each day's class notes is time consuming and not necessary.

F 9. When studying at home we should start with the easiest subject to warm up.

F 10. Big assignments should be put off until just before they are due so you will have more time to think about them.

T 11. You should allow a short break between each subject as you study.

F 12. The best place to study is on the kitchen table.

F 13. Research shows that it is best to set up a time or study schedule for only three nights of the week, with the other four nights off.

F 14. Most dropouts earn as much as a high school graduate.

T 15. Tests should be reviewed so that you can learn from the mistakes you made.

T 16. Proper lighting in your study room will reduce eye strain.

F 17. When you are studying it is advisable to have a friend working with you.

T 18. Radios should either not be played loudly as you study, or should not be played at all.

II. Completion

19. Dropouts are usually last hired and first fired.

20. Tell what either PQRST or SQ3R stands for: survey question read recite review, or preview question read state test.

Use of Study Materials Inventory

"Reading List for Study Units," (see page 310), is set up using the same categories as the "Study Habits Check List," (plus some additional topics). The units listed refer to the "Inventory of Study Materials," in which each book, pamphlet, etc., is listed as a separate unit with a summary of the contents.

Contracting for a Grade

The following requirements must be completed for an "A" grade. (Set up your own requirements.)

1. Identify five areas of study deficiencies.
2. Research and report briefly on three references for problem study areas.
3. Show definite proof that you are making efforts to implement changes in your study habits.

The following requirements must be completed for a "B" grade.

1. Identify five areas of study deficiencies.
2. Research and report briefly on two references for problem study areas.

The following requirements must be completed for a "C" grade.

1. Identify five areas of study deficiencies.
2. Research and report briefly on one reference for problem study areas.

I, ________________________ wish to contract for a grade of __________
(Student's Name) (A, B, or C)

and thereby agree to fulfill the above listed requirements for that grade.

Signed:

____
(Student's Signature)

Name ______________________ Period ____________

READING LIST FOR STUDY UNITS

MAKING A SCHEDULE

Unit III Tip 4
Unit III Tip 5
Unit VI Chpt. III
Unit VII Chpt. III
Unit II F No. 4
Unit II F No. 7
Unit VIII Chpt. 1
Unit VIII Chpt. 2
Unit VIII Chpt. 4
Unit III F No. III, IV
Unit III Tip 10
Unit III Tip 11
Unit III Tip 12
Unit III Tip 9
Unit V Hint 1
Unit V Hint 2
Unit IX Chpt. 3

LISTENING

Unit I Chpt. III
Unit II Chpt. XVII
Unit II F No. 11
Unit II F No. 12
Unit I F No. 2

VOCABULARY

Unit VI Chpt. I
Unit II Chpt. I
Unit II Chpt. III
Unit II Chpt. XVI
Unit V Hint 8

READING

Unit II Chpt. II
Unit II Chpt. IV
Unit II Chpt. XXIV
Unit II Appendix
Unit IV Chpt. II
Unit V Hint 6
Unit VI Chpt. V
Unit VI Chpt. VI
Unit VII Chpt. VII
Unit I F No. 7
Unit IX Chpt. 4
Unit X Chpts. I-VII

ARRANGING A PLACE FOR STUDY

Unit I Chpt. IV
Unit III Tip 6
Unit III Tip 7
Unit III Tip 8
Unit V Hint 4
Unit VII Chpt. IV
Unit VII Chpt. IX
Unit III F No. 1 and II
Unit II F No. 1
Unit II F No. 2

EFFECTIVE STUDY HINTS

Unit I Chpt. I
Unit I Chpt. II
Unit II Chpt. XIX
Unit II Chpt. XXII
Unit II Chpt. XXIII
Unit III Tip 14
Unit III Tip 15
Unit IV Chpt. I
Unit IV Chpt. V
Unit VII Chpt. II
Unit V Hint 3
Unit V Hint 5
Unit V Hint 7
Unit I F No. 4
Unit II F No. 3
Unit II F No. 8
Unit II F No. 9
Unit II F No. 10
Unit IX Chpt. 1
Unit IX Chpt. 2
Unit IX Chpt. 5
Unit IX Chpt. 6
Unit IX Chpt. 8

ASSIGNMENTS

Unit VII Chpt. V
Unit VIII Chpt. V
Unit III Tip 1
Unit III Tip 2
Unit VI Chpt. II

OUTLINING

Unit II Chpt. VII
Unit V Hint 9
Unit I F No. 6

TAKING NOTES

Unit I Chpt. III
Unit II Chpt. V
Unit III Tip 13
Unit IV Chpt. III
Unit IV Chpt. IV
Unit V Hint 10
Unit VII Chpt. VI
Unit I F No. 3
Unit II F No. 6

REPORTING

Unit II Chpt. V
Unit II Chpt. VI
Unit II Chpt. VIII
Unit II Chpt. IX
Unit II Chpt. X
Unit II Chpt. XI
Unit II Chpt. XII
Unit II Chpt. XIII

SPEAKING

Unit XI Chpt. I - V
Unit XII Chpt. I - V
Unit I F No. 5

PREPARING FOR A TEST

Unit I Chpt. V
Unit II Chpt. XX

TAKING A TEST

Unit I Chpt. V
Unit II Chpt. XXI
Unit V Hint II
Unit VII Chpt. VIII
Unit VIII Chpt. VII
Unit IX Chpt. VII
Unit I F No. 8
Unit XIII Chpt. I - VII
Unit XIV Chpt. I - VI

*Units referred to are listed (identified) on page 311, *Inventory of Study Materials*

INVENTORY OF STUDY MATERIALS

Books and Pamphlets

Unit I Programmed Study Technique (How to Study Workbook), Staton, Thomas F., American Guidance Service, Inc., Publishers Building, Circle Pines, Minn. 55014.

Chapter I	A Formula for Effective Study (This chapter suggests five helps for effective studying: Preview, Question, Read, State, Test.) (Called the PQRST System)
Chapter II	Factors in Effective Study (Chapter 2 suggests six psychological factors that a person should have in order to study effectively: Motivation, Reaction, Concentration, Organization, Comprehension, Repetition)
Chapter III	Five Ways To Improve Your Learning (This chapter deals with five ideas that may be used to improve our learning: Take notes, underline main ideas, review notes after taken, listen effectively, preview lectures.)
Chapter IV	Habits That Help You Learn (Tells some important habits that we can establish that will help us learn. Deals mainly with physical facilities. Talks about learning curve.)
Chapter V	Presenting Your Knowledge Effectively (Suggests ways that you may organize and prepare for tests. Ideas for writing a test are also given.)

Unit II How to Study. (A Guide to Success in School), Tracy, Ann C., Modern Curriculum Press, Cleveland, Ohio 44136. Introduction: Ten Suggestions are given to help you get ready to study.

Chapter I	How to Use a Dictionary Five simple steps to follow are given along with sample dictionary pages to help use your dictionary.
Chapter II	How to Use the Library Tells about the card catalogue, the Dewey Decimal System of Classification, reference books, and other services.
Chapter III	How to Improve Your Vocabulary Improving your vocabulary can be accomplished easily by following the ten rules given.

Chapter IV	How to Improve Your Reading Ten rules are given to help you become a phrase by phrase reader rather than a word by word reader.
Chapter V	How to Acquire Sentence Sense A sentence expresses an idea by using words (subject and verb). Nine suggestions for writing clear exact sentences are given.
Chapter VI	How to Write a Paragraph A paragraph is acquired by putting several sentences together to develop one main idea. Nine rules are given.
Chapter VII	How to Make an Outline Illustrates how an outline could be made of the first part of the Constitution and lists six rules to follow.
Chapter VIII	How to Write a Theme Seven suggestions are given for theme writing and two samples are written. "Good Sportsmanship" and "Fifty Stars".
Chapter IX	How to Write a Letter Letters reveal a great deal about the writer. Both business and friendly letters are discussed.
Chapter X	How to Write a Short Talk For preparing a talk eight simple hints are given, along with an 8th grade talk by James Sanchez.
Chapter XI	How to Write a Short Story A short story (2/3 page) is given entitled "The Case of Joseph Meister" along with eight rules for short story writing.
Chapter XII	How to Prepare Written Work Five rules are listed that will help your written work if followed.
Chapter XIII	How to Write a Book Report Six rules for writing a book report are given and a report of The Red Badge of Courage is presented.
Chapter XIV	How to Proofread Seven rules to proofreading are given along with an example of how Lincoln proofread his Gettysburg Address.
Chapter XV	How to Take Notes Five rules to notetaking are given along with an example.

Chapter XVI	How to Improve Your Spelling Lists five steps in learning to spell a word and eight rules and helps to spelling. (Making plurals, etc.)
Chapter XVII	How to Listen Presents five rules to enable you to become a good listener.
Chapter XVIII	How to Begin Reading a New Textbook Suggests that a book is a tool, and to be able to use it best we must know its parts.
Chapter XIX	How to Study History Gives four rules and some special helps to make the study of History more meaningful.
Chapter XX	How to Prepare for a Test Tells to eliminate cramming and gives five rules to observe in preparing for a test.
Chapter XXI	How to Take a Test Seven simple rules are given to help you when writing a test.
Chapter XXII	How to Memorize Five brief rules are given as suggestions to help you memorize material.
Chapter XXIII	How to Use the SQ3R Method Given an example of how to use the SQ3R Method of Study. (Survey, Question, Read, Recite, Review)
Chapter XXIV	How to Insure Your Future Through Reading Lists 6 steps to finding success through reading.
Appendix	Brief Summaries are given to several well-known novels: Huckleberry Finn Little Women The Yearling The Last of the Mohicans Robinson Crusoe Ivanhoe Oliver Twist Treasure Island Other suggested readings are also given.

Unit III My Guide to Better Study, (Eichler and Lerch, The Continental Press, Inc., Elizabethtown, Pennsylvania.

Introduction - Gives five areas that may be improved if we become proficient in our study habits. It likens the learning of study habits to learning how to ride a bike.

Tip 1	Understanding assignment
Tip 2	Jot assignment down
Tip 3	Ask when in doubt
Tip 4	Use time wisely
Tip 5	Schedule time
Tip 6	Quiet study place
Tip 7	Distractions (avoid)
Tip 8	All materials at hand
Tip 9	Begin immediately
Tip 10	Order of study
Tip 11	Assign time properly
Tip 12	Relax periodically
Tip 13	Notes
Tip 14	Mastering the subject
Tip 15	Review
Appendix	Study habit self test

Unit IV How to Get the Most Out of Your Textbooks, Bear, Robert M., Dartmouth College.

Chapter I	Making the Preliminary Survey Suggests ideas as to what can be done before starting to read a chapter to get more out of it.
Chapter II	Asking Yourself Questions As You Read Suggests ways to properly question yourself.
Chapter III	Testing Yourself Answering the questions that you have been asking as you read.
Chapter IV	Taking Notes Suggests four points to keep in mind as you take notes of your reading.
Chapter V	Reviewing Recall large crucial questions.

Unit V Hints on How to Study, Phi Eta Sigma.

Gives a number of hints in the following areas:

1. Get started right
2. Plan your work
3. Health
4. Study environment
5. Concentrating
6. Reading skills
7. Remembering
8. Build a powerful vocabulary
9. Theme writing
10. Notetaking and notekeeping
11. Examinations

Unit VI How to Study Workshop, Hoey, Edwin H., et al, American Education Publications, Inc., Middletown, Connecticut.

Chapter I Vocabulary Skills
Covers the following areas:
Prefixes and Suffixes
Figurative Language
Learning from content
Jargon and Gobbledygook
Connotations and Color
Vocabulary Skills Inventory

Chapter II Assignment Skills
Skimming
Reading for Understanding
Assignment Skills Inventory

Chapter III Organization Skills
Your Weekly Time Schedule
How to Take Notes
Key Sentences
Summarizing
Outlines: Sketches in Time
Organization Skills Inventory

Chapter IV Interpretation Skills
Cause and effect, fact vs. opinion, inference
"A Man Alone" (Exercises)
Interpretation Skills Inventory

Chapter V Map and Graph Reading Skills
Map Reading Skills
Interpreting Graphs
Map and Graph Reading Skills Inventory

Chapter VI Library Skills
- Using the Card Catalogue
- The Dewey Decimal System
- Reference Materials
- Locating Information in books
- Library Skills Inventory

Unit VII Study Successfully (18 keys to better work), Orchard, Norris Ely, Whittlesey House, McGraw-Hill Book Company, Inc., New York.

Chapter I Purpose of the Book

Chapter II Your Point of View
- Your attitude towards marks
- Be your own boss
- What are you doing
- On not being found out

Chapter III Where Do I Get the Time
- Make a study schedule
- Don't take so long
- Getting started

Chapter IV Study Conditions and Equipment

Chapter V Your Lessons for Tomorrow
- Reading Assignments
- Written Assignments
- The Use of the Typewriter
- Memorizing

Chapter VI The Taking of Notes
- Shorthand
- Notes from your reading
- Notes in the classroom

Chapter VII The Library
- The librarian
- The card catalogue
- The Dewey Decimal System
- The reference books (Encyclopedia, almanac, etc.)
- How to look something up

Chapter VIII Examinations
- What is an Examination?
- Before Examinations
- In the Examination Room

RECORDS AND FILMSTRIPS

Unit I
F

How to Study and Why, McCullan, Bernice, American Recording Society, New York, N.Y. 10013.

Record 1 - Side 1
1. Why Study (Value of an Education)
2. How to Listen

Record 1 - Side 2

3. How to Take Notes
4. How to Do Your Homework
5. How to Speak Better

Record 2 - Side 1

6. How to Write Clearly
7. How to Read More
8. How to Get Better Marks on Exams

Record 2 - Side 2

9. How to Handle Grown-Ups
10. How to Become More Self-Confident

Unit II
F

Developing Your Study Skills (Parts 1 and 2 with filmstrips and records) Guidance Associates, Pleasantville, New York.

Record 1 and Filmstrip 1
1. Study Conditions--students who think they are studying.
2. Physical Conditions
   Desk, materials, light, chair, state of tension, tune out rest of world, turn off radio and TV, avoid escapism, study alone, in quiet.
3. Learning How to Study - YOU must learn, no one best way to study.
4. Budgeting Time - normal day, make schedule, keep balanced, be a complete human being.
5. Review
6. Study with Pencil in Hand - underline, notes.
7. Study Difficult Assignments First.
8. Memorizing
9. Relax Occasionally
10. Good Night's Rest

Record 2 and Filmstrip 2 - Learning to Listen

11. Students That Think They Are Listening
12. Listen Actively
13. Challenge Statements

Unit III
F

Filmstrip - *Preparing to Study*, SVE Educational Filmstrips, Singer Education and Training Products, Chicago, Illinois 60614.

1. Place to Study
2. Materials Needed
3. Using Study Time Effectively
4. Planning the Time to Study

Unit IV
F

Why Study - Filmstrip, SVE Educational Filmstrips, Singer Education and Training Products, Chicago, Illinois 60614.

1. Goals Worth Working For
2. How School Can Help You Achieve Your Goal
3. Skills Needed to Succeed in School

Unit XI You Can Talk Better, Riper, Van C., Science Research Associates Inc., Chicago, Illinois 60611 (Junior Guidance Series)

1. Your Speech is Showing
2. How to Talk Easily
3. How Do You Sound
4. Everyday Talk
5. Talking for an Audience

Unit XII How to Talk Better, Riper, Van C., Science Research Associates Inc., Chicago, Illinois 60611 (Junior Guidance Series)

1. Talking to Your Friends
2. Speaking Up
3. Talking and Listening
4. Watch What You Say
5. Talking in Your Future

Unit XIII Learning About Tests, Heston, Joseph C., Science Research Associates Inc., Chicago, Illinois 60611 (Junior Guidance Series)

1. Do Tests Bother You? - why have tests.
2. Study First - when to prepare, what to study.
3. A Word About You - keep in training, attitudes.
4. Tips for Test Time - tools, getting settled, look the test over, use time wisely, look over answers.
5. How to Take Essay Tests - think, then write, outlining, pointers, handwriting and grammar.
6. How to Take Objective Tests - hints, guessing, true-false, multiple-choice, completion, classification, matching, and rearrangement questions.
7. The Last Step - scoring, grades.

Unit XIV About Tests, Heston, Joseph C., Science Research Associates, Inc., Chicago, Illinois 60611 (Junior Guidance Series)

1. Why Tests - better way, learning how, rules.
2. Study, Study, Study - cramming, study habit, place, notes, reviewing in a group, memory plays tricks, vocabulary, testing what you know, study chart.
3. Tips on Taking Tests - prepare yourself, backtracking, directions, look test over, plan time, padding an answer, slow down, stop and think, look over answers, helpful tips.
4. How to Take an Essay Test
5. How to Take an Objective Test - true-false, multiple-choice, completion, matching, rearrangement questions.
6. Scoring and Grading Your Tests

Unit VIII Make Your Study Hours Count, Gerken, C., and Kemp, Alice, Science Research Associates, Inc., Chicago, Illinois 60611 (Junior Guidance Series)

1. You Can Improve - aims, schoolwork.
2. The Art of Spending Time - schedule, study spot, tools.
3. Books, Words, and Numbers - new way to learn arithmetic, languages, English.
4. How to Manage Your Study Skills - radio, TV, Reading, finding information, asking teacher, flash cards, notebook.
5. Assignments Unlimited - writing a paper, research, why assignments.
6. The Payoff - tests, grades.

Unit IX Getting Along in School, Neugarten, Bernice L., and Misner, Paul J., Science Research Associates, Inc., Chicago, Illinois 60611 (Junior Guidance Series)

1. Is School Your Problem - why succeed in school, how good a student are you.
2. Using Your Head - make the most of what you have.
3. Making Your Time Count - managing your time.
4. Improving Your Reading - reading for the main points, skimming, reading for information.
5. Improving Your Study Habits - helpful tips on studying.
6. Helping Your Teacher to Help You - teachers have feelings, give and take.
7. Taking Tests - why, how to prepare, how to take a test.
8. Where Do You Stand? - how to think about yourself, the real purpose of school, get help when you need it.

Unit X You Can Read Better, Witty, Paul, and Bricker, Harry, Science Research Associates, Inc., Chicago, Illinois 60611 (Junior Guidance Series)

1. What Good is Reading?
2. How Well Do You Read - your reading check list, what can you do about it.
3. How to Build Your Vocabulary - nine steps to a better vocabulary.
4. How to Read Faster - finding your reading rate, tips for increasing speed.
5. How to Get the Most Out of Reading - using a book, skimming, understand what you read, how to wrestle with a book.
6. How to Find the Books You Want - variety, deciding what to read, using the library.
7. Let's Look Back and Ahead - my reading record.

SOME ADDITIONAL STUDY MATERIALS

1. Learn How to Study, Bernard G. Kelner, Science Research Associates.
2. How to Be a Better Study, J. Wayne Wrightstone, Science Research Associates.
3. Study Habits Workbook, published by J. Weston Walch.
4. Successful Devices in Teaching Study Habits, published by J. Weston Walch.
5. Filmstrip and Cassette, How Do You Rate, $11.50 by Eye Gate House.
6. Filmstrip and Cassette, Taking Better Notes, $11.50 by Eye Gate House.
7. Filmstrip and Cassette, Taking Examinations, $11.50 by Eye Gate House.